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SEE ALL THERE IS TO KNOW

www.dk.com

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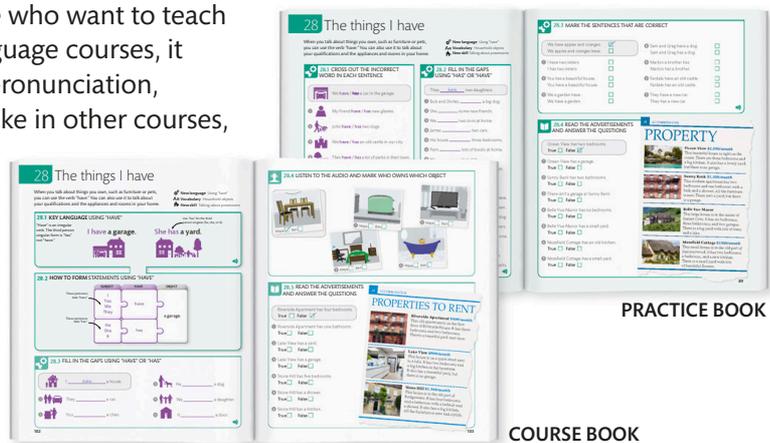
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How the course works

English for Everyone is designed for people who want to teach themselves the English language. Like all language courses, it covers the core skills: grammar, vocabulary, pronunciation, listening, speaking, reading, and writing. Unlike in other courses, the skills are taught and practiced as visually as possible, using images and graphics to help you understand and remember. The best way to learn is to work through the book in order, making full use of the audio available on the website and app. Turn to the practice book at the end of each unit to reinforce your learning with additional exercises.



PRACTICE BOOK

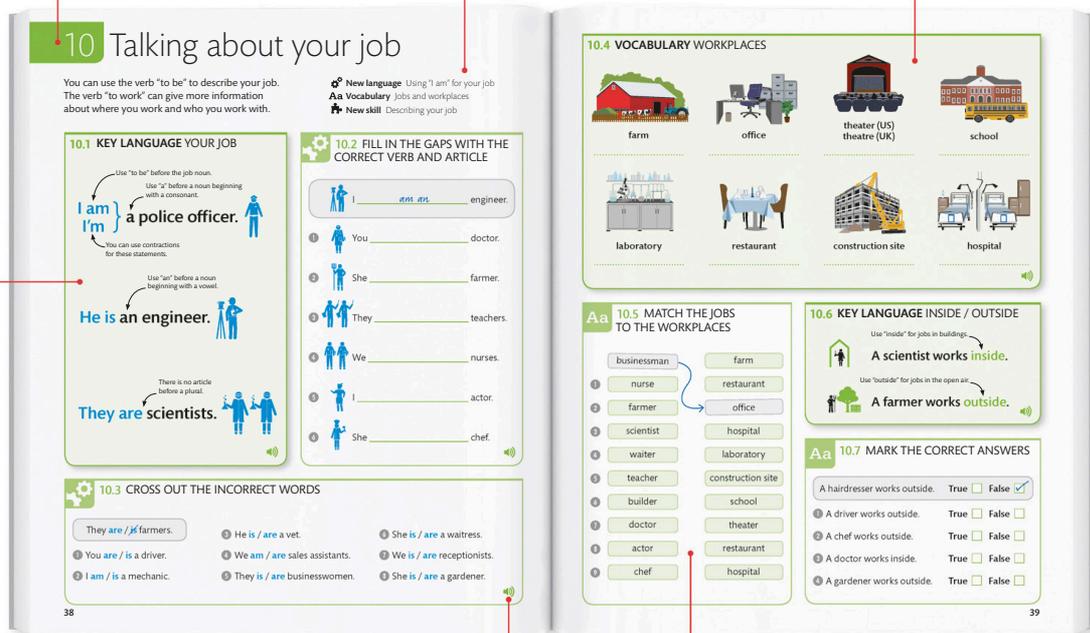
COURSE BOOK

Unit number The book is divided into units. The unit number helps you keep track of your progress.

Learning points Every unit begins with a summary of the key learning points.

Modules Each unit is broken down into modules, which should be done in order. You can take a break from learning after completing any module.

Language learning
Modules with colored backgrounds teach new vocabulary and grammar. Study these carefully before moving on to the exercises.



Audio support Most modules have supporting audio recordings of native English speakers to help you improve your speaking and listening skills.

Exercises Modules with white backgrounds contain exercises that help you practice your new skills to reinforce learning.

FREE AUDIO
website and app
www.dkefe.com

Language modules

New language points are taught in carefully graded stages, starting with a simple explanation of when they are used, then offering further examples of common usage, and a detailed breakdown of how key constructions are formed.

Module number Every module is identified with a unique number, so you can track your progress and easily locate any related audio.

Module heading The teaching topic appears here, along with a brief introduction.

16.1 KEY LANGUAGE PRESENT SIMPLE NEGATIVE

Put "do not" before the verb to make the negative for "I," "you," "we," or "they." After "he," "she," or "it," use "does not."

I **work** outside.

I **do not work** outside.

I **work** inside.



The main verb does not change.

He **works** inside.

He **does not work** inside.

He **works** outside.



Sample language New language points are introduced in context. Colored highlights make new constructions easy to spot, and annotations explain them.

Graphic guide Clear, simple visuals help to explain the meaning of new language forms and when to use them, and also act as an aid to learning and recall.

16.2 FURTHER EXAMPLES PRESENT SIMPLE NEGATIVE



You **do not have** a laptop.



We **do not start** work at 8am.



He **does not live** in Los Angeles.



The house **does not have** a backyard.



Supporting audio This symbol indicates that the model sentences featured in the module are available as audio recordings.

16.3 HOW TO FORM PRESENT SIMPLE NEGATIVE

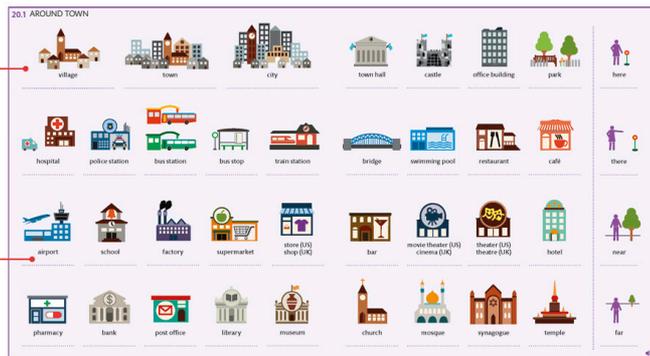
Use "do" or "does" with "not" followed by the base form of the main verb (the infinitive without "to").

SUBJECT	"DO / DOES" + "NOT"	BASE FORM	REST OF SENTENCE
I / You / We / They	do not	work	outside.
He / She / It	does not		

Formation guide Visual guides break down English grammar into its simplest parts, showing you how to recreate even complex formations.

Vocabulary Throughout the book, vocabulary modules list the most common and useful English words and phrases, with visual cues to help you remember them.

Write-on lines You are encouraged to write your own translations of English words to create your own reference pages.



Practice modules

Each exercise is carefully graded to drill and test the language taught in the corresponding course book units. Working through the exercises alongside the course book will help you remember what you have learned and become more fluent. Every exercise is introduced with a symbol to indicate which skill is being practiced.



GRAMMAR
Apply new language rules in different contexts.



READING
Examine target language in real-life English contexts.



LISTENING
Test your understanding of spoken English.



VOCABULARY
Cement your understanding of key vocabulary.



SPEAKING
Compare your spoken English to model audio recordings.

Module number Every module is identified with a unique number, so you can easily locate answers and related audio.

Exercise instruction Every exercise is introduced with a brief instruction, telling you what you need to do.

13.10 FILL IN THE GAPS BY PUTTING THE VERBS IN THE CORRECT FORM

1 He finishes (finish) work at 5 o'clock.

2 Lucia _____ (wake) up at 7am.

3 I _____ (get) up at 7:30am.

4 Ethan _____ (go) to work at 5am.

5 You _____ (leave) work at 5pm.

6 Shona _____ (watch) TV in the evening.

Sample answer The first question of each exercise is answered for you, to help make the task easy to understand.

Space for writing
You are encouraged to write your answers in the book for future reference.

Supporting graphics
Visual cues are given to help you understand the exercises.

Supporting audio This symbol shows that the answers to the exercise are available as audio tracks. Listen to them after completing the exercise.

Listening exercise This symbol indicates that you should listen to an audio track in order to answer the questions in the exercise.

29.11 SAY THE ANSWERS OUT LOUD, FILLING IN THE GAPS

Has Milo got a washing machine?
No, he hasn't.

1 Has she got a toaster?
Yes, _____.

2 Has the house got a dining room?
Yes, _____.

3 Have they got a new refrigerator?
No, _____.

4 Has it got a large kitchen?
No, _____.

Speaking exercise
This symbol indicates that you should say your answers out loud, then compare them to model recordings included in your audio files.

45.12 LISTEN TO THE AUDIO AND MARK WHO IS GOOD AT OR BAD AT EACH ACTIVITY

1 Good at Bad at

2 Good at Bad at

3 Good at Bad at

4 Good at Bad at

5 Good at Bad at

Audio

English for Everyone features extensive supporting audio materials. You are encouraged to use them as much as you can, to improve your understanding of spoken English, and to make your own accent and pronunciation more natural. Each file can be played, paused, and repeated as often as you like, until you are confident you understand what has been said.



LISTENING EXERCISES

This symbol indicates that you should listen to an audio track in order to answer the questions in the exercise.



SUPPORTING AUDIO

This symbol indicates that extra audio material is available for you to listen to after completing the module.

FREE AUDIO
website and app
www.dkefe.com

Track your progress

The course is designed to make it easy to monitor your progress, with regular summary and review modules. Answers are provided for every exercise, so you can see how well you have understood each teaching point.

Checklists Every unit ends with a checklist, where you can check off the new skills you have learned.

08 CHECKLIST

"These" and "those" Aa Possessions Using determiners and pronouns

Review modules At the end of a group of units, you will find a more detailed review module, summarizing the language you have learned.

NEW LANGUAGE	SAMPLE SENTENCE	<input type="checkbox"/>	UNIT
INTRODUCING YOURSELF	Hello! I am Joe. My name is Joe.	<input type="checkbox"/>	1.1
HOW OLD ARE YOU?	I'm 25 years old.	<input type="checkbox"/>	3.1
POSSESSIVE ADJECTIVES	Felix is my cat. Coco is your rabbit.	<input type="checkbox"/>	5.1
APOSTROPHE WITH "S"	Lizzie's mother. Ginger is my parents' cat.	<input type="checkbox"/>	6.1, 6.5
"THIS," "THAT," "THESE," AND "THOSE"	This is my dog. That is my dog. These are my bags and those are your bags.	<input type="checkbox"/>	5.6, 8.1
DETERMINERS AND PRONOUNS	These are my books. These books are mine.	<input type="checkbox"/>	8.7

Check boxes Use these boxes to mark the skills you feel comfortable with. Go back and review anything you feel you need to practice further.

01

1.4

1. I'm Charlotte.
2. My name's Una.
3. My name's Simone.
4. I'm Carlos.
5. I'm Juan.
6. My name's Miriam.
7. I'm Sarah.

1.5

1. B
2. C
3. D
4. F
5. A
6. E

1.6

1. Hi! My name is Linda.
2. Hi! My name is Abdul.
3. Hi! My name is Paolo.
4. Hello! My name is Linda.
5. Hello! My name is Abdul.
6. Hello! My name is Paolo.
7. Hi! I am Linda.
8. Hi! I am Abdul.
9. Hi! I am Paolo.
10. Hello! I am Linda.
11. Hello! I am Abdul.
12. Hello! I am Paolo.

1.9

1. B-E-L-I-N-D-A
2. L-E-W-I-S
3. A-D-A-M-S
4. B-O-B
5. S-P-E-N-C-E-R
6. K-A-T-E W-A-L-L-A-C-E
7. S-A-U-L J-A-C-K-S-O-N
8. N-A-T-A-L-I-E L-A-U
9. C-H-R-I-S B-O-Y-L-E

1.10

1. B-A-S-H-I-R
2. B-E-N J-A-M-E-S
3. M-O-L-L-Y
4. L-O-P-E-Z
5. N-A-D-I-Y-A L-A-T-I-F

Answers Find the answers to every exercise printed at the back of the book.

Exercise numbers Match these numbers to the unique identifier at the top-left corner of each exercise.

Audio This symbol indicates that the answers can also be listened to.

01 Introducing yourself

You can greet people by saying "Hello!" or "Hi!" Introduce yourself using "I am." You may also need to spell out the letters of your name.

 **New language** Using "to be" with names

Aa Vocabulary Names and letters

 **New skill** Saying your name

1.1 KEY LANGUAGE SAYING YOUR NAME

There are different ways of greeting someone and introducing yourself.

This can be a formal or informal greeting.

Hello! I am Lyla.

You can use "I am" plus your name to introduce yourself.

This is an informal greeting. It is often used in casual conversation.

Hi! My name is Joe.

You can also use "my name is" plus your name to introduce yourself.



1.2 OTHER WAYS TO SAY YOUR NAME

In conversational English, speakers often use contractions. These are shortened versions of pairs of words.

I am Lyla.

↓

I'm Lyla.

You can contract "I am" to "I'm."

My name is Joe.

↓

My name's Joe.

You can contract "name is" to "name's."



1.3 HOW TO FORM SAYING YOUR NAME

SUBJECT	"TO BE"	NAME
My name	is	Lyla.
I	am	

Use a capital letter at the start of a name.





1.4 REWRITE EACH SENTENCE IN ITS CONTRACTED FORM

My name is Jack.

My name's Jack.

1 I am Charlotte.

2 My name is Una.

3 My name is Simone.

4 I am Carlos.

5 I am Juan.

6 My name is Miriam.

7 I am Sarah.



1.5 LISTEN TO THE AUDIO, THEN NUMBER THE PEOPLE IN THE ORDER IN WHICH THEY SPEAK

A Charlie

B Katherine

C JOSEPH

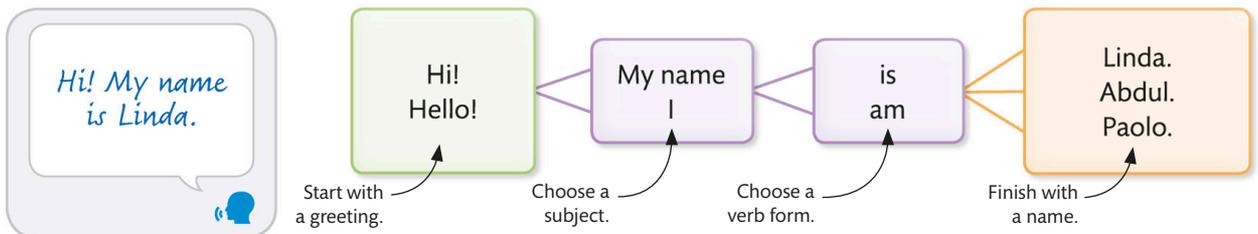
D Ruby

E Elliot

F Oliver



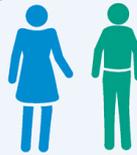
1.6 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD



1.7 KEY LANGUAGE SPELLING YOUR NAME

How do you spell your first name?

This is how you ask someone to spell their first name.



My name's Jacob, J-A-C-O-B.

You say each letter.

How do you spell your last name?

This is how you ask someone to spell their last name.



Williams, W-I-L-L-I-A-M-S.

How do you spell your full name?

This is your first name and your last name.



J-A-C-O-B W-I-L-L-I-A-M-S.



1.8 PRONUNCIATION THE ALPHABET

Listen to how the letters of the alphabet are pronounced in English.

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz





1.9 LISTEN TO THE AUDIO AS PEOPLE SPELL THEIR NAMES, AND WRITE OUT EACH SPELLING

J-A-C-K L-O-R-D

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____



1.10 SPELL OUT EACH PERSON'S NAME, THEN SAY THE SENTENCES OUT LOUD



My name is Gabriel,

G-A-B-R-I-E-L.



3



My name's Molly,



1



My last name is Bashir,



4



My last name's Lopez,



2



I am Ben James,



5



I'm Nadiya Latif,



01 CHECKLIST

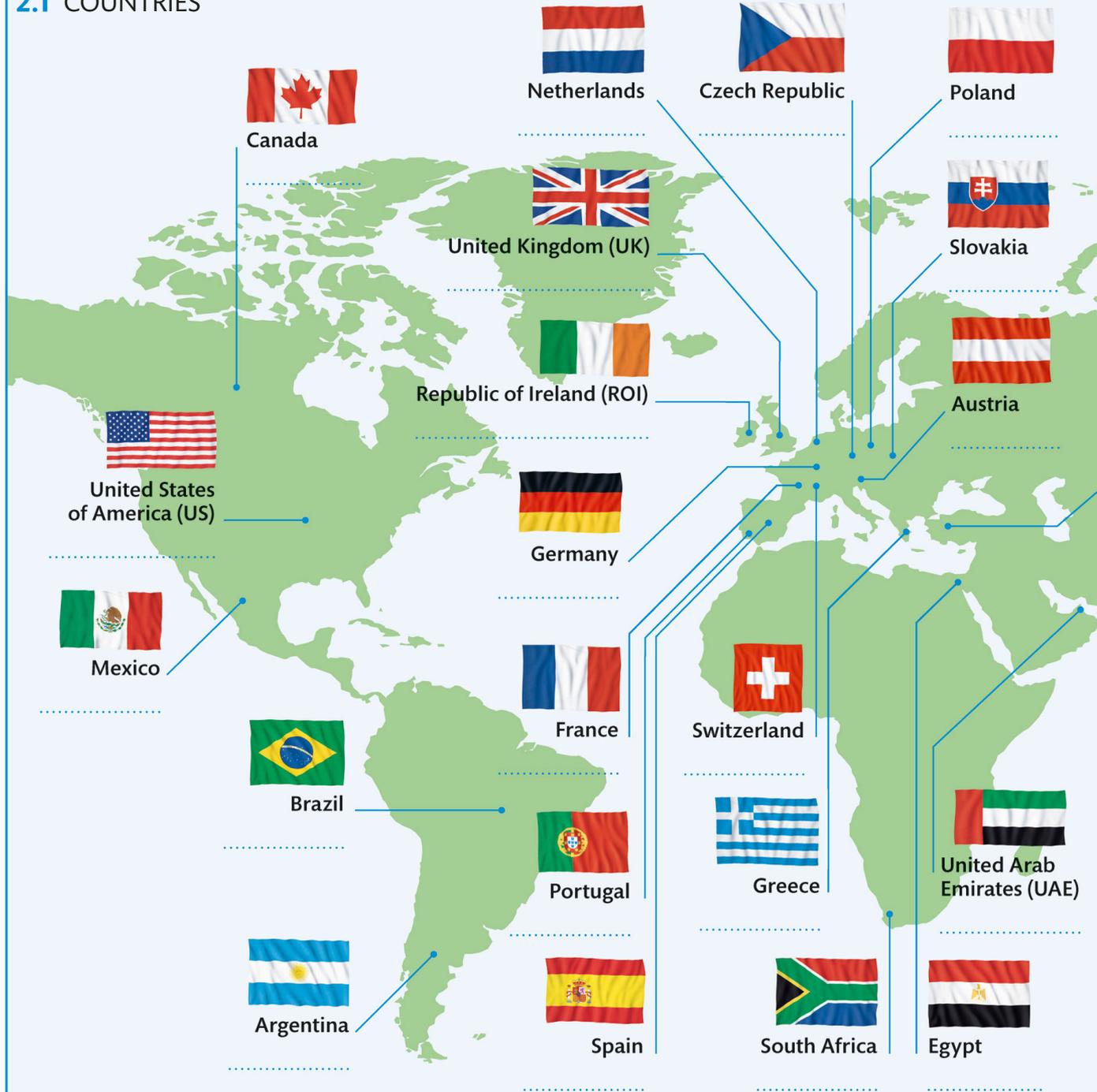
⚙ Using "to be" with names

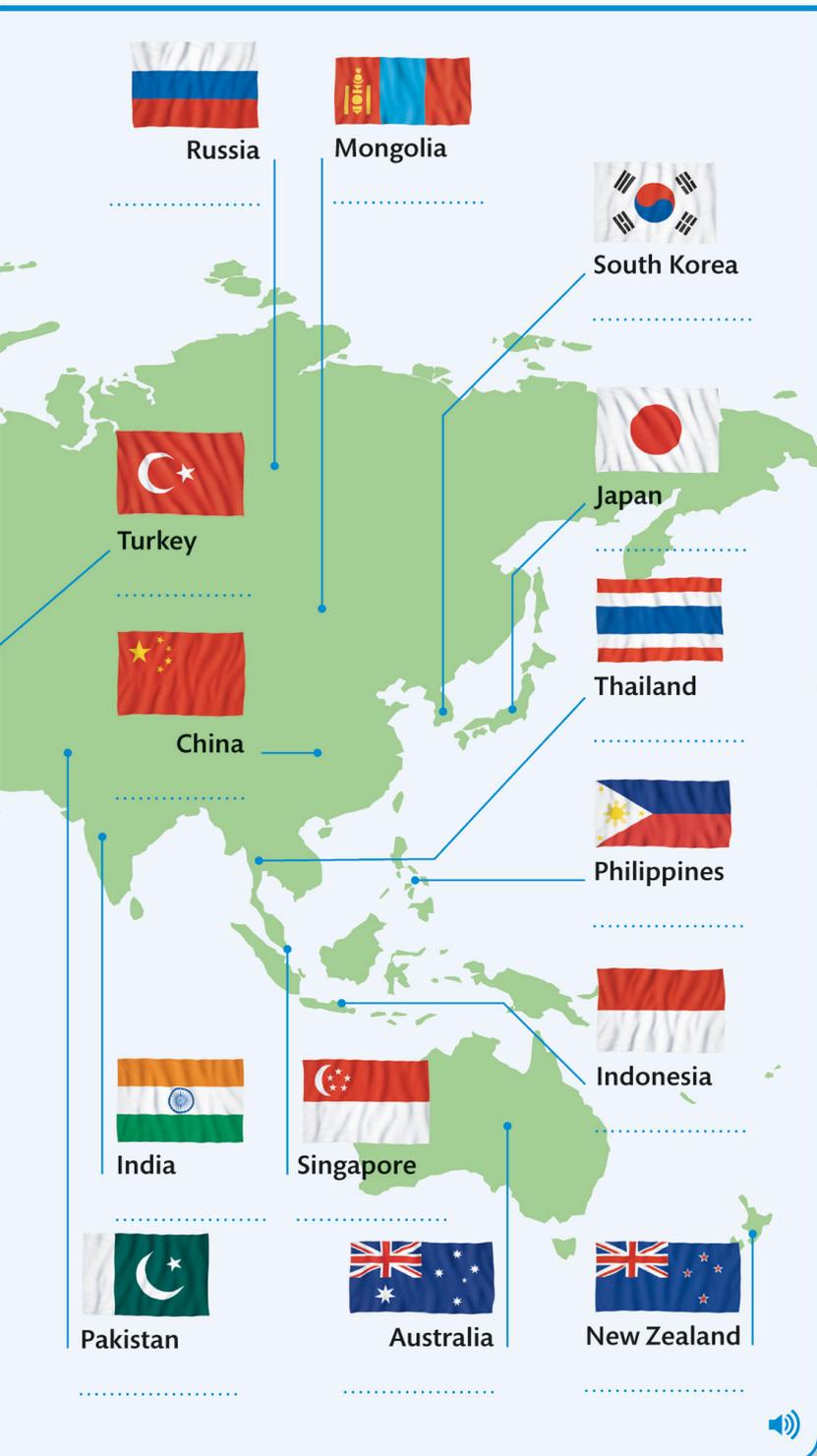
Aa Names and letters

🧩 Saying your name

02 Vocabulary

2.1 COUNTRIES





2.2 NATIONALITIES

- USA → American
- Canada → Canadian
- Mexico → Mexican
- Brazil → Brazilian
- Argentina → Argentinian
- UK → British
- France → French
- Russia → Russian
- Spain → Spanish
- Portugal → Portuguese
- Poland → Polish
- Greece → Greek
- Turkey → Turkish
- Egypt → Egyptian
- China → Chinese
- Japan → Japanese
- India → Indian
- Pakistan → Pakistani
- Mongolia → Mongolian
- Australia → Australian
- Germany → German
- Switzerland → Swiss
- Austria → Austrian

03 Talking about yourself

It's useful to know how to say your age and where you come from. You can use the verb "to be" to talk about these topics.

 **New language** "To be" with ages and nationalities

Aa Vocabulary Numbers and nationalities

 **New skill** Talking about yourself

3.1 KEY LANGUAGE SAYING YOUR AGE

Use the verb "to be" to talk about your age.



How old are you?



I am 25 years old.

The verb "to be" changes with the subject.



3.2 FURTHER EXAMPLES SAYING YOUR AGE

Ruby is seven years old.



Izzy and Chloe are 13.



I'm 44 today.



My grandma is 92 years old.



3.3 HOW TO FORM SAYING YOUR AGE

SUBJECT	"TO BE"	AGE
I	am	25 years old.
You	are	
He / She / It	is	
We / They	are	

These are pronouns. They are the subjects of these sentences.

The verb changes with the subject.

The number can be followed by "years old."

3.4 VOCABULARY NUMBERS

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

21

twenty-one

22

twenty-two

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

100

one hundred



Aa

3.5 WRITE THE NUMBERS AS WORDS

3 = three

1 11 = _____

2 17 = _____

3 34 = _____

4 59 = _____

5 85 = _____



3.6 FILL IN THE GAPS WITH THE CORRECT FORMS OF "TO BE"

Michael is 32 years old.

1 Theo _____ 45 years old.

2 Madison _____ 27 years old.

3 Jeremy and Tanya _____ 90 years old.

4 We _____ 29 years old.

5 I _____ 34 years old.



3.7 PRONUNCIATION SIMILAR SOUNDING NUMBERS

It is important to stress the correct syllable in these numbers.

	Stress the last syllables.		Stress the first syllables.
13	<u>Thirteen</u>	30	<u>Thirty</u>
14	<u>Fourteen</u>	40	<u>Forty</u>
15	<u>Fifteen</u>	50	<u>Fifty</u>
16	<u>Sixteen</u>	60	<u>Sixty</u>
17	<u>Seventeen</u>	70	<u>Seventy</u>
18	<u>Eighteen</u>	80	<u>Eighty</u>
19	<u>Nineteen</u>	90	<u>Ninety</u>



3.8 LISTEN TO THE AUDIO AND MARK THE CORRECT AGES

	Tamar	15	<input type="checkbox"/>	50	<input checked="" type="checkbox"/>
1	Bobby	14	<input type="checkbox"/>	40	<input type="checkbox"/>
2	Carl	13	<input type="checkbox"/>	30	<input type="checkbox"/>
3	Lia	19	<input type="checkbox"/>	90	<input type="checkbox"/>
4	Sam	16	<input type="checkbox"/>	60	<input type="checkbox"/>
5	Molly	18	<input type="checkbox"/>	80	<input type="checkbox"/>
6	Justin	17	<input type="checkbox"/>	70	<input type="checkbox"/>
7	Ada	13	<input type="checkbox"/>	30	<input type="checkbox"/>

3.9 KEY LANGUAGE SAYING WHERE YOU'RE FROM

There are different ways of saying where you are from.

"Where" is the question word for place.

Remember, "to be" changes with the subject.

This describes the country that you belong to.

You use an adjective to talk about nationality.

Where are you from?

I am from Spain.

What nationality are you?

I'm Spanish.



3.10 FURTHER EXAMPLES SAYING WHERE YOU'RE FROM

I am Dutch.

We are Italian.

I'm from Switzerland.



3.11 HOW TO FORM SAYING WHERE YOU'RE FROM



You use the noun after "from."



Here you use the adjective.

Aa 3.12 MATCH EACH FLAG TO ITS COUNTRY



Japan



UK



France



US

3.13 WRITE THE NATIONALITY FOR EACH COUNTRY

Italy = Italian

1 Spain = _____

2 Germany = _____

3 Canada = _____

4 America = _____

5 Australia = _____

6 China = _____

3.14 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD

I am Australian.

I
You
They

Start with a pronoun.

am
are
am from
are from

Choose the correct form of the verb, with or without "from."

Australian.
Italy.
France.
English.

Finish with a noun or an adjective.

03 CHECKLIST

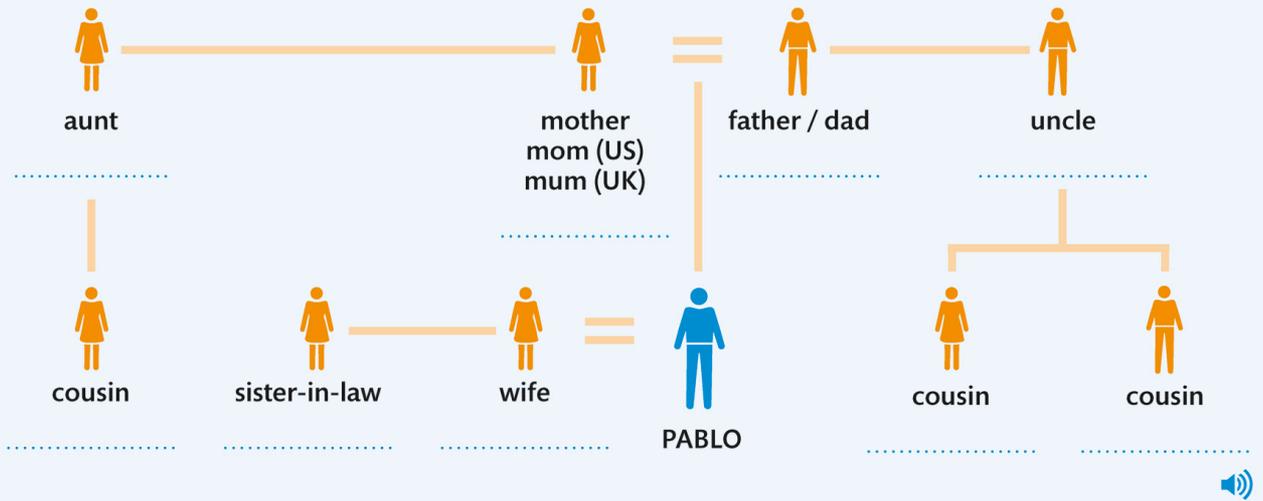
⚙️ "To be" with ages and nationalities

Aa Numbers and nationalities

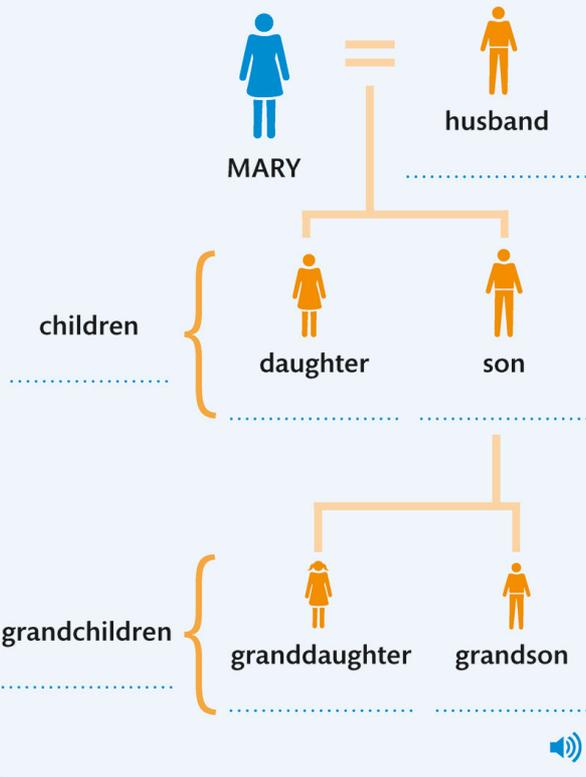
🧑 Talking about yourself

04 Vocabulary

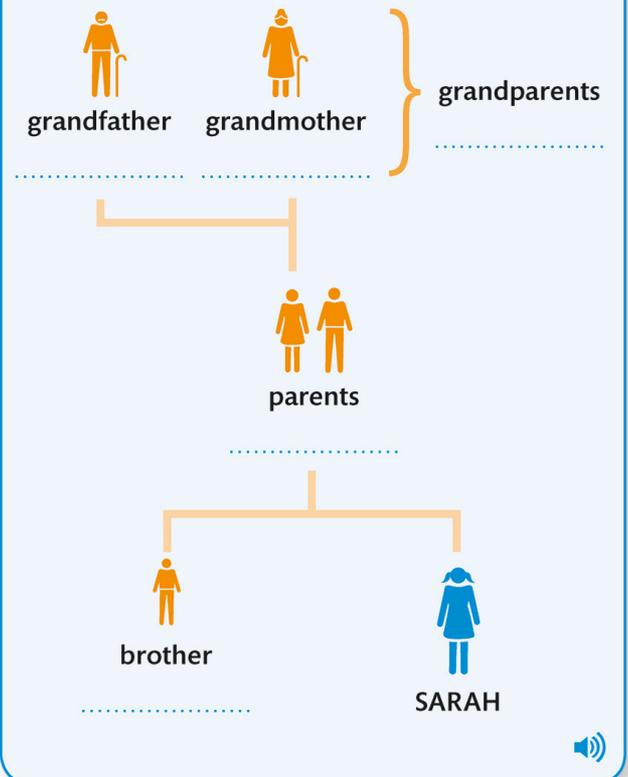
4.1 PABLO'S FAMILY



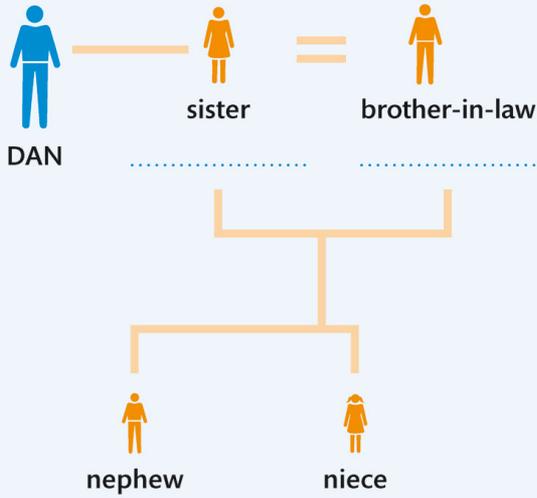
4.2 MARY'S FAMILY



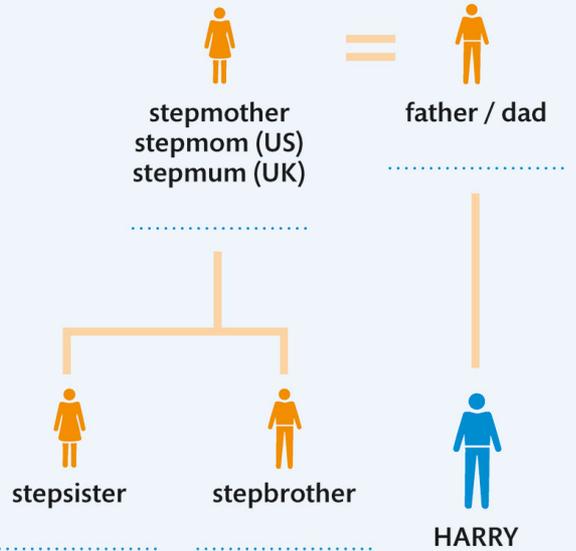
4.3 SARAH'S FAMILY



4.4 DAN'S FAMILY



4.5 HARRY'S FAMILY



4.6 PETS AND DOMESTIC ANIMALS



cat



dog



rabbit



hamster



guinea pig



fish



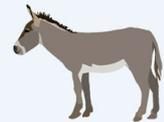
parrot



tortoise



snake



donkey



pig



chicken



sheep



horse



cow



05 Things you have

Possessive adjectives tell you who something (such as a pet) belongs to. "This" and "that" are determiners. They point out a specific object or person.

 **New language** Possessive adjectives; "this" and "that"

Aa Vocabulary Animals and family

 **New skill** Talking about who things belong to

5.1 KEY LANGUAGE POSSESSIVE ADJECTIVES

Possessive adjectives are used before the noun. They change depending on whether the owner is singular, plural, male or female, the person you are talking to, or yourself.

Felix is **my** cat.



I own the cat.

Coco is **your** rabbit.



The rabbit belongs to you.

Buster is **her** dog.



The dog belongs to a woman.

Polly is **his** parrot.



The parrot belongs to a man.

Rachel is **our** daughter.



We are her parents.

John is **their** son.



They are his parents.



5.2 HOW TO FORM POSSESSIVE ADJECTIVES

I	you	he	she	it	we	they
						
my	your	his	her	its	our	their
						
my cat	your rabbit	his wife	her sister	its ball	our horse	their son
						



Aa

5.3 MATCH THE PICTURES TO THE PHRASES



their sheep



my cat



your horse



our fish



his dog



its bone



5.4 FILL IN THE GAPS USING THE CORRECT POSSESSIVE ADJECTIVES

Her (She) name is Mary.

1 Bingo is _____ (I) dog.

2 _____ (She) aunt is called Goldie.

3 _____ (I) cat eats fish.

4 _____ (They) rabbit lives in the backyard.

5 _____ (We) parrot is from Colombia.

6 _____ (He) wife is called Henrietta.

7 _____ (They) dog is 10 years old.

8 _____ (We) aunt lives on a farm in Ohio.

9 Here is _____ (it) ball.



5.5 REWRITE THE SENTENCES, CORRECTING THE ERRORS

Nick **are** my brother.

Nick is my brother.

3 Daisy **are** her mother.

6 John **am** our cousin.

1 Farida **are** their sister.

4 They **is** his grandparents.

7 I **are** Daisy's daughter.

2 Duke **am** our dog.

5 It **am** our horse.

8 You **is** my friend.



5.6 KEY LANGUAGE "THIS" AND "THAT"

"This" and "that" are called determiners. They point out a specific object you want to talk about. Use "this" for something close to you. Use "that" for something farther away.



This is my dog.

The dog is close to you.



That is my dog.

The dog is farther away from you.



5.7 FURTHER EXAMPLES "THIS" AND "THAT"

This is your rabbit.



This is her horse.



This is its bed.



That is your rabbit.



That is her horse.



That is its bed.



5.8 FILL IN THE GAPS WITH "THIS" OR "THAT"



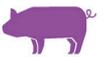
That is my dog.



3



_____ is their pig.



1



_____ is her horse.

4



_____ is his cow.

2



_____ is our rabbit.



5



_____ is your fish.





5.9 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

is horse. This his

This is his horse.

3 cow. their is That

1 their Lily is sister.

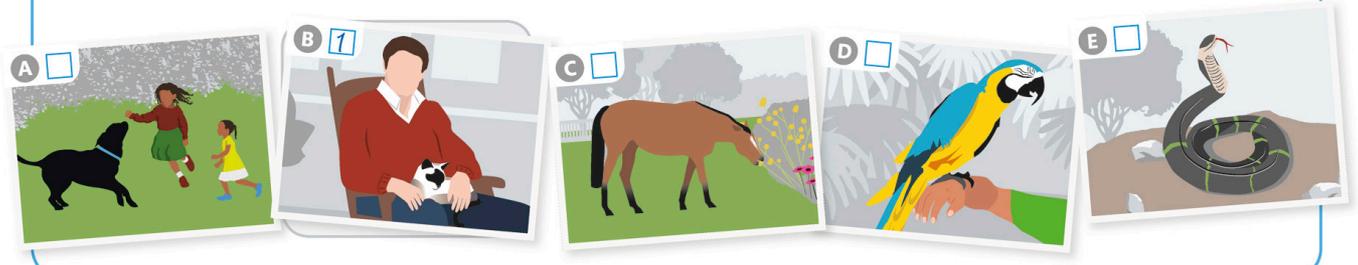
4 is ball. your This

2 son old. 12 is years Our

5 called Her Caspar. father is



5.10 LISTEN TO THE AUDIO, THEN NUMBER THE IMAGES IN THE ORDER THEY ARE DESCRIBED



5.11 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD

This is my cat.

This
That

Start with a determiner.

is

Choose a possessive adjective.

my
her
their

cat.
parrot.

Finish with a noun.



05 CHECKLIST

Possessive adjectives; "this" and "that"

Aa Animals and family

Talking about who things belong to

06 Using apostrophes

In English, you can use apostrophes (') to show belonging. You can use them to show who owns something, such as a pet, and to talk about your family.

 **New language** Possessive apostrophe

Aa Vocabulary Family and pets

 **New skill** Talking about belonging

6.1 KEY LANGUAGE APOSTROPHE WITH "S"

Add an apostrophe and the letter "s" to the end of a singular noun to show that what comes after the noun belongs to it.

This form is correct in English, but it is not normally used.

the mother of Lizzie

Lizzie's mother

This is a common way of talking about belonging.

An apostrophe with an "s" shows ownership.



6.2 FURTHER EXAMPLES APOSTROPHE WITH "S"

Dave's grandmother



The dog's ball



Tess's dog



This can also be written Tess'.

Juan and Beth's parrot



If something belongs to more than one noun, only add "-s" to the last one.



6.3 REWRITE THE PHRASES USING AN APOSTROPHE PLUS "S"

The daughter of Kevin = Kevin's daughter

- 1 The son of Ben = _____
- 2 The cat of Sam and Ayshah = _____
- 3 The house of Debbie = _____
- 4 The car of Marco and Kate = _____
- 5 The grandchild of Elsa = _____
- 6 The parrot of Beth = _____



6.4 LISTEN TO THE AUDIO AND MATCH THE PAIRS

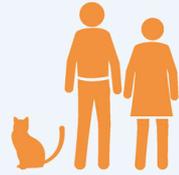
- | | |
|------------|--------------------|
| Edith is | Ben's mother. |
| 1 Lucas is | Ben's grandmother. |
| 2 Lily is | Ben's son. |
| 3 Noah is | Ben's sister. |
| 4 Grace is | Ben's brother. |
| 5 Alex is | Ben's father. |

6.5 KEY LANGUAGE APOSTROPHES AND PLURAL NOUNS

To show belonging with a plural noun, just add an apostrophe with no "s."

Ginger is my **parents'** cat.

Plural nouns use an apostrophe with no "s." 



6.6 FURTHER EXAMPLES APOSTROPHES AND PLURAL NOUNS

This is my **cousins'** rabbit.



Rex is her **brothers'** dog.



That is his **grandparents'** house.



Polly is our **children's** parrot.



For plural nouns that don't end "s," you should still add "-s." 



6.7 REWRITE PUTTING THE WORDS IN THE CORRECT ORDER

uncle. Kevin Sharon's is

Kevin is Sharon's uncle.

1 Skanda's is wife. Angela

2 snake. is my cousins' That

3 Sue aunt. Ella and Mark's is

4 is John's cat. Ginger



6.8 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

Edith is Ben's (Ben) grandmother.



1 Kathy is _____ (Dave) aunt.



2 Rex is _____ (Noah and Pat) dog.



3 This is _____ (her cousins) house.



4 Felix is _____ (the children) cat.



06 CHECKLIST

 Possessive apostrophe

Aa Family and pets

 Talking about belonging

07 Vocabulary

7.1 EVERYDAY THINGS



wallet (US)
purse (UK)



wallet



coins



keys



bottle of water



apple



sandwich



cell phone (US)
mobile phone (UK)



camera



earphones



tablet



laptop



pencil



pen



notebook



letter



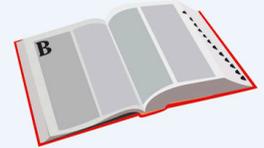
newspaper



magazine



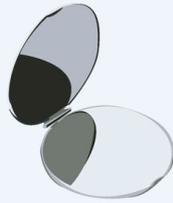
book / novel



dictionary



map



mirror



toothbrush



umbrella



hairbrush



planner (US)
diary (UK)



glasses



sunglasses



necklace



watch



passport



ID card



08 Talking about your things

You use "these" and "those" when you are referring to more than one thing. To show who owns a thing, you can use determiners or possessive pronouns.

 **New language** "These" and "those"

Aa Vocabulary Possessions

 **New skill** Using determiners and pronouns

8.1 KEY LANGUAGE USING "THESE" AND "THOSE"

Use "this" for something near you.



This is my bag.

Use "that" for something far from you.



That is my bag.

"These" is the plural of "this."



These are my bags.

"Those" is the plural of "that."



Those are my bags.

Use "these" and "those" for contrast, too. "These" things belong to one person.



These are my bags and **those** are your bags.

"Those" things belong to another person.



8.2 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

This / ~~**These**~~ is my bag.

- 1 **This** / **These** are Diego's keys.
- 2 **This** / **These** is Olivia's purse.
- 3 **That** / **Those** are my books.
- 4 **This** / **These** are my pencils.
- 5 **That** / **Those** is Anna's sandwich.
- 6 **Those** / **That** is Malik's phone.



8.3 WRITE EACH SENTENCE IN ITS OTHER FORM

This is my book. These are my books.

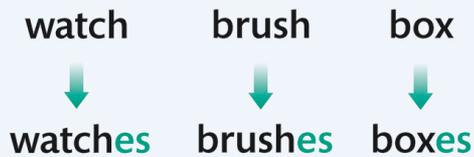
- 1 _____ Those are his apples.
- 2 That is her pen. _____
- 3 _____ Those are my rings.
- 4 This is our key. _____
- 5 _____ Those are his brothers.
- 6 This is my pencil. _____

8.4 VOCABULARY SPELLING RULES FOR PLURALS

For most nouns, to make the plural you add "s."



For nouns ending in "x," "ch," and "sh," you add "es."



For nouns ending in a consonant followed by a "y," drop the "y" and add "ies."



Aa

8.5 FIND EIGHT PLURALS IN THE GRID AND WRITE THEM IN GROUPS



"S" PLURALS:

1 apples

2 _____

3 _____

"ES" PLURALS:

4 _____

5 _____

6 _____

"IES" PLURALS:

7 _____

8 _____



Aa

8.6 WRITE A PLURAL TO DESCRIBE EACH PICTURE



3 _____

6 _____

1 _____

4 _____

7 _____

2 _____

5 _____

8 _____



8.7 KEY LANGUAGE DETERMINERS AND PRONOUNS

You can use determiners or possessive pronouns to explain who owns something.

The determiner comes before the noun.

These are **my** books.



These books are **mine**.



The noun comes before the verb.

The possessive pronoun is used after the verb.

8.8 HOW TO FORM

DETERMINERS	PRONOUNS
my	mine
your	yours
his	his
her	hers
its	its
our	ours
their	theirs



8.9 FILL IN THE GAPS TO WRITE EACH SENTENCE TWO OTHER WAYS

These are Aman's books.

These are his books.

These books are his.

- This is Leesa's laptop. _____
- Those are Una and Ben's keys. _____
- These are Jo's and my passports. _____
- That is John's brush. _____



8.10 LISTEN TO THE AUDIO, THEN WRITE EACH NOUN IN THE CORRECT GROUP



Tom and Sarah are packing their bags and getting ready to go to work.

TOM'S BAG

sandwiches

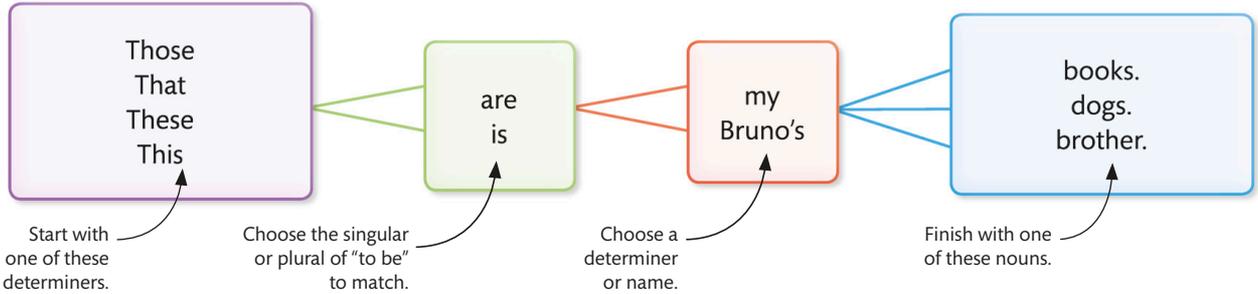
SARAH'S BAG

sandwiches ID card
 purse books
 chocolate bar brush
 cell phone notebook



8.11 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD

Those are my books.



08 CHECKLIST

"These" and "those"

Aa Possessions

Using determiners and pronouns

REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 01-08

NEW LANGUAGE	SAMPLE SENTENCE	<input checked="" type="checkbox"/>	UNIT
INTRODUCING YOURSELF	Hello! I am Joe. My name is Joe.	<input type="checkbox"/>	1.1
HOW OLD ARE YOU?	I'm 25 years old.	<input type="checkbox"/>	3.1
POSSESSIVE ADJECTIVES	Felix is my cat. Coco is your rabbit.	<input type="checkbox"/>	5.1
APOSTROPHE WITH "S"	Lizzie's mother. Ginger is my parents' cat.	<input type="checkbox"/>	6.1, 6.5
"THIS," "THAT," "THESE," AND "THOSE"	This is my dog. That is my dog. These are my bags and those are your bags.	<input type="checkbox"/>	5.6, 8.1
DETERMINERS AND PRONOUNS	These are my books. These books are mine.	<input type="checkbox"/>	8.7

09 Vocabulary

9.1 JOBS



cleaner



driver



sales assistant



hairdresser



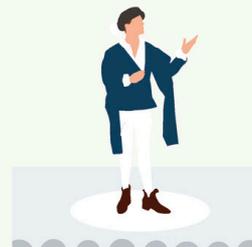
chef



gardener



vet



actor



doctor



nurse



dentist



police officer



fire fighter



farmer



construction worker (US)
builder (UK)



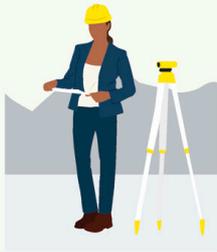
artist



receptionist



mechanic



engineer



scientist



teacher



businesswoman



businessman



waiter



waitress



electrician



pilot



judge

9.2 PLURALS

Most nouns about people and jobs are made plural in the usual way by adding “-s” or “-es”.

driver

waitress



drivers

waitresses

Nouns that end in “man” change to end in “men” in the plural.

man

woman



men

women

businessman

businesswoman



businessmen

businesswomen

For nouns made up of two words, the second word is made plural.

police officer



police officers



10 Talking about your job

You can use the verb "to be" to describe your job. The verb "to work" can give more information about where you work and who you work with.

 **New language** Using "I am" for your job

Aa Vocabulary Jobs and workplaces

 **New skill** Describing your job

10.1 KEY LANGUAGE YOUR JOB

Use "to be" before the job noun.
Use "a" before a noun beginning with a consonant.
I am } **a police officer.** 
I'm }

You can use contractions for these statements.

Use "an" before a noun beginning with a vowel.
He is an engineer. 

There is no article before a plural.
They are scientists. 



10.2 FILL IN THE GAPS WITH THE CORRECT VERB AND ARTICLE



I am an engineer.

1



You _____ doctor.

2



She _____ farmer.

3



They _____ teachers.

4



We _____ nurses.

5



I _____ actor.

6



She _____ chef.



10.3 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

They **are** / ~~is~~ farmers.

1 You **are** / **is** a driver.

2 I **am** / **is** a mechanic.

3 He **is** / **are** a vet.

4 We **am** / **are** sales assistants.

5 They **is** / **are** businesswomen.

6 She **is** / **are** a waitress.

7 We **is** / **are** receptionists.

8 She **is** / **are** a gardener.



10.4 VOCABULARY WORKPLACES



farm



office



theater (US)
theatre (UK)



school



laboratory



restaurant



construction site



hospital



Aa 10.5 MATCH THE JOBS TO THE WORKPLACES

businessman

farm

1 nurse

restaurant

2 farmer

office

3 scientist

hospital

4 waiter

laboratory

5 teacher

construction site

6 builder

school

7 doctor

theater

8 actor

restaurant

9 chef

hospital



10.6 KEY LANGUAGE INSIDE / OUTSIDE

Use "inside" for jobs in buildings.



A scientist works **inside**.

Use "outside" for jobs in the open air.



A farmer works **outside**.



Aa 10.7 MARK THE CORRECT ANSWERS

A hairdresser works outside. True False

1 A driver works outside. True False

2 A chef works outside. True False

3 A doctor works inside. True False

4 A gardener works outside. True False

10.8 KEY LANGUAGE USING "WORK IN" AND "WORK ON"

Use "work in" for the locations of most jobs.

I **work in** a hospital. 

I **work on** a farm.  I **work on** construction sites. 

Use "work on" for farms and construction sites.



10.9 LISTEN TO THE AUDIO AND NUMBER THE IMAGES IN THE ORDER THEY ARE DESCRIBED



10.10 WRITE TWO SENTENCES TO DESCRIBE EACH PICTURE



Tom is a farmer.
He works on a farm.



2 We _____



4 He _____



1 She _____



3 You _____



5 Chloe _____



10.11 KEY LANGUAGE "WORK WITH"



I **work with** animals.

Use "work with" followed by a noun that relates to your job.



10.12 VOCABULARY "WORK WITH"



animals



children



patients



plants



food



people



10.13 LISTEN TO THE AUDIO AND MATCH THE PEOPLE TO THEIR JOBS



Noah's sister

1



Noah

2



Noah's brother

3



Noah's mother

4



Noah's father



10.14 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

Lucy is a gardener. She works with plants.



3

Mat _____ mechanic. _____ cars.



1

Selma _____ chef. _____ food.



4

Ana _____ vet. _____ animals.



2

Max _____ nurse. _____ patients.



5

Jazmin _____ judge. _____ people.



10 CHECKLIST

Using "I am" for your job

Aa Jobs and workplaces

Describing your job

11 Telling the time

There are two ways of saying the time in English. You can use hours and minutes, or you can say the minutes first and state their relation to the hour.

 **New language** Times of day

Aa Vocabulary Words for time

 **New skill** Saying what the time is

11.1 KEY LANGUAGE TELLING THE TIME

Use the verb "to be" when giving or asking the time in English.

What time is it?

It's five.



It's five o'clock.

It's five fifteen.



It's a quarter past five.

US English can use "quarter after" instead of "quarter past."

It's five thirty.



It's half past five.

It's five forty-five.



It's a quarter to six.

You can leave out the "a" before "quarter."

It's six twenty-three.

06:23



11.2 VOCABULARY TIMES OF DAY



midnight



noon



3 am



3 pm



Aa

11.3 MATCH THE CLOCKS TO THE TIME PHRASES



It's midnight.



It's seven o'clock.



It's two thirty.



It's half past three.



It's ten thirty.



It's quarter to twelve.



It's a quarter past nine.



11.4 LISTEN TO THE AUDIO AND MARK THE TIMES YOU HEAR



6:15

3

03:45

04:15



11:30

4

09:30

09:45



07:15

5

01:45

02:15



11.6 WRITE DOWN THE TIMES, THEN SAY THEM OUT LOUD

09:15

It's quarter past nine.



11.5 WRITE THE TIMES IN FIGURES

It's a quarter to five. = 4:45

1 It's nine o'clock. = _____

2 It's one fifteen. = _____

3 It's three twenty-five. = _____

4 It's half past two. = _____

5 It's a quarter past twelve. = _____



11 CHECKLIST

Times of day

Aa Words for time

Saying what the time is

12 Vocabulary

12.1 DAILY ROUTINES



wake up



get up



take a shower (US)
have a shower (UK)



take a bath (US)
have a bath (UK)



brush your hair



have breakfast /
eat breakfast



go to work



go to school



buy groceries



go home



cook dinner



have dinner /
eat dinner

12.2 TIMES OF THE DAY



day



night



dawn



morning



iron a shirt



get dressed



brush your teeth



wash your face



start work



have lunch /
eat lunch



finish work



leave work



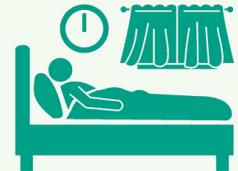
clear the table



do the dishes (US)
wash the dishes (UK)



walk the dog



go to bed



afternoon



dusk



evening



late evening



13 Describing your day

Use the present simple tense to talk about the things you do regularly: for example, when you normally go to work or eat lunch.

 **New language** The present simple

Aa Vocabulary Routine activities

 **New skill** Talking about your daily routine

13.1 KEY LANGUAGE THE PRESENT SIMPLE

To make the present simple, use the base form of the verb (the infinitive without "to").

The base form of the verb "to eat."
I **eat** lunch at noon every day.



She **eats** lunch at 2pm every day.

With he, she, and it, add "s" to the base form.



13.2 FURTHER EXAMPLES THE PRESENT SIMPLE

You **get** up at 7 o'clock.



She **gets** up at 5:30am.



We **start** work at 9 o'clock.



He **starts** work at 11am.



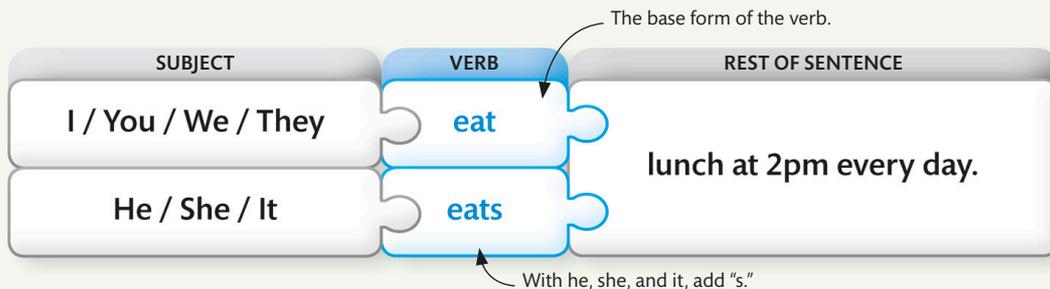
They **leave** work at 5pm.



Rob **leaves** work at 7pm.



13.3 HOW TO FORM THE PRESENT SIMPLE





13.4 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

She ~~eat~~ / **eats** dinner in the evening.

- 1 He **wake** up / **wakes** up at 7 o'clock.
- 2 You **leave** / **leaves** home at 8:30am.
- 3 I **start** / **starts** work at 10am.
- 4 Ellen **get** / **gets** up at 5 o'clock.
- 5 My wife **take** / **takes** a shower in the evening.
- 6 I **take** / **takes** a shower in the morning.
- 7 My parents **eat** / **eats** lunch at 2pm.
- 8 We **leave** / **leaves** work at 4pm.
- 9 My brother **work** / **works** with animals.



13.5 FILL IN THE GAPS USING THE WORDS IN THE PANEL

 Michael gets up at 7am.

- 1  I _____ work at 5:30pm.
- 2  Phil _____ lunch at 12:30pm.
- 3  We _____ up at 8am.
- 4  His son _____ work at 5am.
- 5  My sister _____ work at 7pm.
- 6  They _____ dinner at 10pm.

~~gets~~ get starts
leaves eat eats leave



13.6 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

Santiago gets (get) up at 6am.

- 1 My son _____ (wake) up at 5am.
- 2 I _____ (leave) work at 6:30pm.
- 3 We _____ (eat) breakfast at 8am.
- 4 Paula _____ (work) outside.
- 5 My wife _____ (start) work at 7am.
- 6 He _____ (eat) lunch at noon.



13.7 KEY LANGUAGE "S" AND "ES" ENDINGS

With some verbs you add "es" for he, she, and it. These include verbs ending "sh," "ch," "o," "ss," "x," and "z."

I **eat** lunch



She **eats** lunch

For most verbs, just add "s."

I **finish** work



He **finishes** work

Add "es" to verbs ending "sh."

I **watch** TV



She **watches** TV

Add "es" to verbs ending "ch."



13.8 PRONUNCIATION SAYING "S" AND "ES"

The "-s" endings are pronounced different ways. Listen to the difference.

eats

An "s" sound.



leaves

A "z" sound.



watches

Say the "es" like the verb "is."



13.9 SAY THE WORDS OUT LOUD

starts



1 washes



4 goes



2 watches



5 finishes



3 wakes



6 leaves



13.10 FILL IN THE GAPS BY PUTTING THE VERBS IN THE CORRECT FORM



He finishes (finish) work at 5 o'clock.

1



Lucia _____ (wake) up at 7am.

2



I _____ (get) up at 7:30am.

3



Ethan _____ (go) to work at 5am.

4



You _____ (leave) work at 5pm.

5



Shona _____ (watch) TV in the evening.





13.11 REWRITE THE SENTENCES, CORRECTING THE ERRORS

Our children **eats** breakfast at 8am.

Our children eat breakfast at 8am.

1 My mother **watches** TV in the morning.

2 We **goes** to bed at midnight.

3 My husband **finishes** work at 6:30pm.

4 Rob **go** to work at 8:30am.

5 I **takes** a shower in the morning.

6 I **leaves** work at 6 o'clock in the evening.



13.12 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS



Joan talks about her daily routine and work schedule.

She starts work at 4pm.

True False

1 She finishes work at 12pm.

True False

2 She eats lunch at 1pm.

True False

3 She has dinner at 7:30pm.

True False

4 She watches TV in the afternoon.

True False

5 She goes on the computer in the evening.

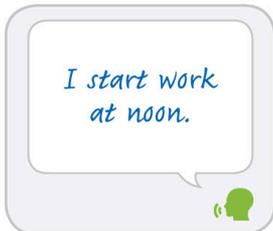
True False

6 She goes to bed at 8:30pm.

True False



13.13 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD



I
My brother
They

Start with a noun or pronoun.

start
starts
finish
finishes

Choose the correct form of the verb.

work

at noon.
at 2:30pm.

Finish with a time.



13 CHECKLIST

The present simple

Aa Routine activities

Talking about your daily routine

14 Describing your week

You can talk about your usual weekly activities using the present simple with time phrases. Time phrases are often formed using prepositions and days of the week.

 **New language** Days and prepositions

Aa Vocabulary Days of the week

 **New skill** Talking about your weekly routine

14.1 VOCABULARY DAYS OF THE WEEK

weekend



14.2 KEY LANGUAGE PREPOSITIONS AND DAYS OF THE WEEK

Use "on" before the day of the week to say the day you do something.

You can add "-s" to the day of the week to show that the thing happens regularly on that day.



I go to work **on** Mondays.



I work **from** Monday **to** Friday.

Use "from" to say the day you start doing something.

Use "to" to say the day you finish doing something.

TIP

In US English, you can also leave out "go to" and the preposition when saying what day you work: "I work Mondays."

"On the weekend" is more common in the US.



I watch TV **{ on at }** the weekend.

"At the weekend" is more common in the UK.





14.3 FILL IN THE GAPS TO COMPLETE THE SENTENCES

Sharon wakes up at 5am on Mondays.

- 1 We eat lunch at 3pm _____ the weekend.
- 2 She goes to bed at 1am _____ the weekend.
- 3 I go to work _____ Monday _____ Wednesday.
- 4 They eat dinner at 9pm _____ the weekend.
- 5 We finish work at 3pm _____ Fridays.
- 6 I eat breakfast at work _____ Mondays.



14.4 VOCABULARY ACTIVITIES



go to the gym



go swimming



play tennis



play soccer



read the newspaper



take a bath



Aa

14.5 FILL IN THE GAPS TO COMPLETE THE SENTENCES



She plays tennis on Mondays.

- 1  He _____ on Tuesdays and Fridays.
- 2  They _____ on Thursdays.
- 3  He _____ on Wednesdays.
- 4  I _____ on the weekend.
- 5  You _____ on Saturdays.



14.6 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

I play tennis on Wednesdays.



- 1 I watch TV _____ Sundays.



- 2 I take a bath _____ 7pm every day.



- 3 I go to bed _____ 10 o'clock _____ Sundays.



- 4 I get up _____ 8am _____ Monday to Friday.



14.7 VOCABULARY FREQUENCY PHRASES

Use frequency phrases to say how often something normally happens.



once a week



twice a week



three times a week



every day



14.8 HOW TO FORM USING FREQUENCY PHRASES

The frequency phrase usually goes at the end of the sentence.

PRESENT SIMPLE

I go to the gym

FREQUENCY

twice a week.

14.9 FURTHER EXAMPLES FREQUENCY PHRASES

He goes to work **three times a week.**



We eat dinner at 7:30pm **every day.**



She goes swimming **four times a week.**



They watch TV **five times a week.**



14.10 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS

Angela wakes up at 5:30am every day.

True False

1 Fred works from 8am to 6pm five times a week.

True False

2 Scott has dinner at 6am.

True False

3 Linda has a shower every morning.

True False

4 Jennifer watches TV on the weekend.

True False

5 Tim's daughter goes to bed at 7:30pm on Sundays.

True False



14.11 PUT THE WORDS IN ORDER TO FORM A CORRECT SENTENCE

every day. a shower has He

He has a shower every day.

1 get up five days I at 6am a week.

2 every day. They at 11pm go to bed

3 plays soccer Sarah twice a week.

4 once his clothes a week. washes Jamie



14.12 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

Tom reads the newspaper on Sundays.



1 We get up _____ 7am five times a week.



2 They go to work _____ Monday to Friday.



3 Linda washes her face _____ day.



4 Colin sleeps _____ 11pm _____ 6am.



14 CHECKLIST



Days and prepositions

Aa Days of the week



Talking about your weekly routine

REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 10-14

NEW LANGUAGE	SAMPLE SENTENCE	<input checked="" type="checkbox"/>	UNIT
TALKING ABOUT JOBS	I am a police officer. He is an engineer.	<input type="checkbox"/>	10.1
USING "WORK IN," "WORK ON," AND "WORK WITH"	I work in a hospital. I work on a farm. I work with animals.	<input type="checkbox"/>	10.8, 10.11
TELLING THE TIME	It's five . It's five o'clock .	<input type="checkbox"/>	11.1, 11.2
THE PRESENT SIMPLE	I eat lunch at noon every day. She eats lunch at 2pm every day.	<input type="checkbox"/>	13.1
PREPOSITIONS AND DAYS OF THE WEEK	I work on Mondays. I work from Monday to Friday.	<input type="checkbox"/>	14.2
FREQUENCY PHRASES	I go to the gym twice a week .	<input type="checkbox"/>	14.8, 14.9

15 Negatives with "to be"

You make a sentence negative by using "not" or its short form "n't." Negative sentences with the verb "to be" have different rules than negatives with other verbs.

 **New language** Negatives with "to be"

Aa Vocabulary "Not"

 **New skill** Saying what things are not

15.1 KEY LANGUAGE NEGATIVES WITH THE VERB "TO BE"

Add "not" after "to be" to make the sentence negative.

I am a farmer. I am **not** a doctor.

"Not" is added to make the sentence negative.



15.2 FURTHER EXAMPLES NEGATIVES WITH THE VERB "TO BE"



He is **not** an adult.



It is **not** 5 o'clock.



They are **not** engineers.



This is **not** a pig.



We are **not** actors.

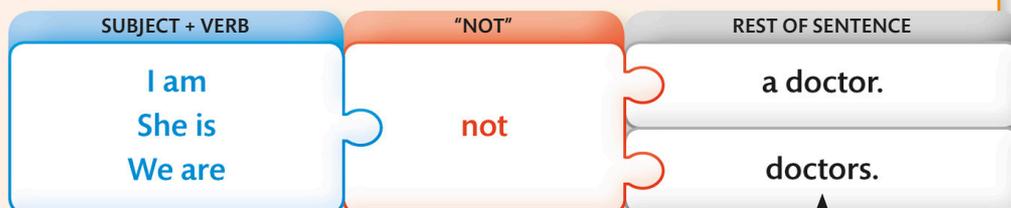


That is **not** my bag.



15.3 HOW TO FORM NEGATIVES WITH THE VERB "TO BE"

The verb "to be" takes the same form in positive and negative sentences. The only difference is adding "not."



A plural subject is usually followed by a plural noun.



15.4 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

gardener. Jack not is a

Jack is not a gardener.

1 sister. my She not is

2 her not car. is That

3 years I old. not am 35

4 are not Spanish. We

5 vet. Chad a not is



15.5 FILL IN THE GAPS TO MAKE NEGATIVE SENTENCES

It is not 11 o'clock.

1 He _____ in the office.

2 She _____ a businesswoman.

3 I _____ 18 years old.

4 This _____ a snake.

5 We _____ artists.

6 You _____ at work.

7 Dexter _____ a cat.



15.6 LISTEN TO THE AUDIO, THEN NUMBER THE IMAGES IN THE ORDER THEY ARE DESCRIBED



15.7 KEY LANGUAGE NEGATIVE SHORT FORMS

You can contract "you are not" in two ways. You can contract the subject and verb, or you can contract the verb and "not."

"You are" contracts to "you're."
↓
You're not
You aren't } a doctor.
"Are not" contracts to "aren't."



15.8 FURTHER EXAMPLES NEGATIVE SHORT FORMS

I am not a teacher.



I'm not a teacher.

↖ You cannot say "I amn't."

He is not a farmer.



He's not
He isn't } a farmer.

She is not American.



She's not
She isn't } American.

It is not a pencil.



It's not
It isn't } a pencil.

We are not waiters.



We're not
We aren't } waiters.

They are not British.



They're not
They aren't } British.



15.9 REWRITE THE SENTENCES, CORRECTING THE ERRORS

Louis **aren't** Hayley's uncle.

Louis isn't Hayley's uncle.

3 I **aren't** Australian.

1 It **am not** 10 o'clock in the morning.

4 My brother **aren't** married.

2 You **isn't** 35 years old.

5 Tom and Angela **isn't** construction workers.





15.10 READ THE BLOG AND ANSWER THE QUESTIONS

Françoise is 33 years old.

True False

1 She isn't from the USA.

True False

2 She speaks French.

True False

3 She is French.

True False

4 Her husband speaks English.

True False

5 Her husband is British.

True False

6 They live in the USA.

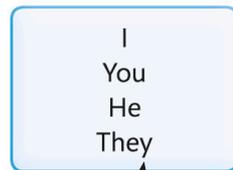
True False

7 Her husband isn't a student.

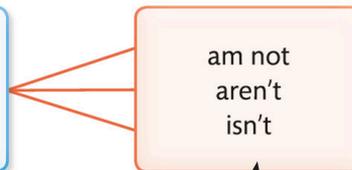
True False



15.11 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD



Start with a pronoun.



Choose a negative form.



Finish with a noun or phrase.



15 CHECKLIST

Negatives with "to be"

Aa "Not"

Saying what things are not

16 More negatives

Add "do not" or "does not" before most verbs in English to make them negative. This is often shortened to "don't" or "doesn't."

 **New language** Present simple negative

 **Vocabulary** Daily activities

 **New skill** Saying what you don't do

16.1 KEY LANGUAGE PRESENT SIMPLE NEGATIVE

Put "do not" before the verb to make the negative for "I," "you," "we," or "they." After "he," "she," or "it," use "does not."

I **work** outside.



I **do not work** outside.
I **work** inside.



The main verb does not change.

He **works** inside.



He **does not work** inside.
He **works** outside.



16.2 FURTHER EXAMPLES PRESENT SIMPLE NEGATIVE



You **do not have** a laptop.



We **do not start** work at 8am.



He **does not live** in Los Angeles.



The house **does not have** a backyard.



16.3 HOW TO FORM PRESENT SIMPLE NEGATIVE

Use "do" or "does" with "not" followed by the base form of the main verb (the infinitive without "to").

SUBJECT

"DO / DOES" + "NOT"

BASE FORM

REST OF SENTENCE

I / You / We / They

do not

work

outside.

He / She / It

does not



16.4 FILL IN THE GAPS USING "DO NOT" OR "DOES NOT"

She does not go to the gym on Thursdays.

- 1 I _____ read the papers on Saturday.
- 2 The dog _____ eat fish.
- 3 They _____ go to the theater often.
- 4 Ben and I _____ live on a farm now.
- 5 Theo _____ cycle to work.
- 6 You _____ work at Fabio's café.
- 7 Claire _____ watch TV in the evening.
- 8 We _____ play football at home.
- 9 Pierre _____ wake up before noon.



16.5 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS



Frank talks about his daily and weekly routines.

Frank works in a store on Queen Street.

True False

- 1 Frank gets up at 5am.
True False
- 2 Frank has lunch at 1pm every day.
True False
- 3 Frank goes swimming on Wednesday evening.
True False
- 4 Frank watches TV every night before bed.
True False

16.6 KEY LANGUAGE CONTRACTED NEGATIVES

In English, "do not" and "does not" are often contracted to "don't" and "doesn't."

I **do not** work outside.

I **don't** work outside.



He **does not** work outside.

He **doesn't** work outside.



16.7 FURTHER EXAMPLES PRESENT SIMPLE NEGATIVE: SHORT FORMS



You **don't** play soccer.



She **doesn't** speak English.



We **don't** want that cake.



He **doesn't** live near here.





16.8 FILL IN THE GAPS TO WRITE EACH SENTENCE THREE DIFFERENT WAYS

I get up at 7am.

I do not get up at 7am.

I don't get up at 7am.

- ① _____ We don't go to work every day.
- ② _____ He does not watch TV in the evening. _____
- ③ You work in an office. _____
- ④ _____ They don't play tennis.
- ⑤ _____ She does not work with children. _____



16.9 REWRITE THE SENTENCES, CORRECTING THE ERRORS

He **don't** play soccer on Saturdays.

He doesn't play soccer on Saturdays.

④ Melanie and Cris **doesn't** have a car.

① We **doesn't** work with animals.

⑤ They **doesn't** live in Park Road now.

② I **doesn't** eat chocolate.

⑥ We **doesn't** watch Hollywood movies.

③ Sandy **don't** work in a hairdresser's.

⑦ She **don't** drive a taxi.



16.10 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD

I don't work outside.

I
You
We
Meg

don't
doesn't

work outside.
have a bicycle.
play tennis.





16.11 READ THE ARTICLE AND ANSWER THE QUESTIONS

WORKERS FROM AROUND THE WORLD

Maria

 I live in an apartment in the city and I cycle to work every day. I work from Monday to Friday in an office, so I don't go outside much during the day. I always eat breakfast and lunch. I go to the gym after work because I don't move a lot in my job.

Kim

 I live in the countryside and I drive to work every day. I'm a gardener, so I work outside. I usually have a sandwich for lunch. I go swimming once or twice a week. I sometimes swim in rivers and lakes near my house. The water is cold, but it's a lot of fun.

Chiyo

 I'm an actress and I live in Tokyo. I'm in a TV show called *Different People*. I work inside, in a TV studio, and I always have lunch at noon. I work for 15 hours on Mondays and Tuesdays, but I don't work from Wednesday to Sunday. My show is on TV on Fridays.

Selma

 I'm a chef and I work in the kitchen of a restaurant in New York. I live above the restaurant. I start work at 2pm and I work until midnight. I don't eat lunch, but I always eat dinner at 6pm before the customers arrive. I work six days a week from Tuesday to Sunday.

Who doesn't live in a city?

Maria Kim Chiyo Selma

1 Who works outside?

Maria Kim Chiyo Selma

2 Who doesn't eat lunch?

Maria Kim Chiyo Selma

3 Who doesn't work on Thursday?

Maria Kim Chiyo Selma

4 Who goes to the gym?

Maria Kim Chiyo Selma

5 Who doesn't work in the morning?

Maria Kim Chiyo Selma

16 CHECKLIST

 Present simple negative

Aa Daily activities

 Saying what you don't do

17 Simple questions

To form simple questions with the verb “to be,” you change the order of the subject and verb. The answer to a simple question usually starts with “yes” or “no.”

-  **New language** Simple questions
- Aa Vocabulary** Jobs and routine activities
-  **New skill** Asking simple questions

17.1 KEY LANGUAGE QUESTIONS WITH “TO BE”

To make a question using the verb “to be,” put the verb before the subject.

In a statement, the subject comes before the verb.

You are Canadian.

Are you Canadian?

The subject comes after the verb.



In a question, the verb moves to the start of the sentence.



17.2 FURTHER EXAMPLES QUESTIONS WITH “TO BE”

Is Judi an actor?



Are they engineers?



Is he French?



Are you a student?



17.3 HOW TO FORM QUESTIONS WITH “TO BE”

“TO BE”	SUBJECT	REST OF SENTENCE
Am	I	Canadian?
Are	you / we / they	
Is	he / she / it	



17.4 REWRITE THE SENTENCES AS QUESTIONS

She is a gardener.

Is she a gardener?

1 Brad is a nurse.

2 These are my keys.

4 This is his laptop.

3 Ruby and Farid are actors.

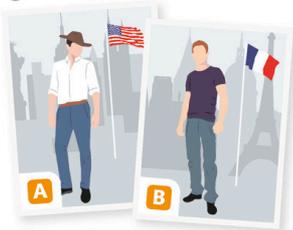
5 Valeria is his sister.



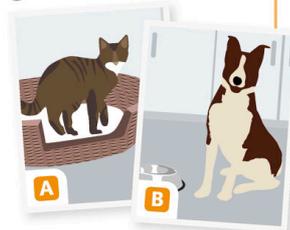
17.5 LISTEN TO THE AUDIO AND CIRCLE THE CORRECT ANSWER TO EACH QUESTION



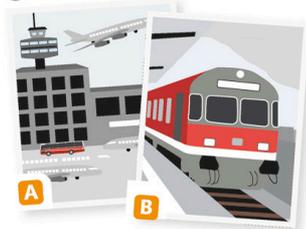
1



2



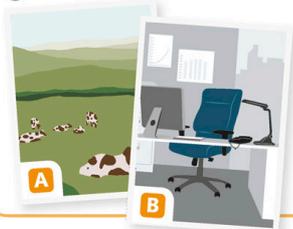
3



4



5



6



17.6 INTONATION SIMPLE QUESTIONS

The tone of the voice usually rises at the end of a simple question in English.

Sue is an actor.

The tone falls at the end of statements.

Is Sue an actor?

The tone goes up at the end of questions.



17.7 SAY THESE SENTENCES OUT LOUD, FILLING IN THE GAPS

Is _____ she a waitress?

1 _____ Holly your mother?

2 _____ they from Argentina?

3 _____ you a teacher?

4 _____ this your dog?

5 _____ there a post office?

17.8 KEY LANGUAGE QUESTIONS WITH "DO" AND "DOES"

For questions without the verb "to be," start the question with "do" or "does."

You work in an office.

Do you work in an office?

↑ Add "do" to questions with "I," "you," "we," and "they."

She works in a school.

Does she work in a school?

↑ Add "does" to questions with "he," "she," and "it."

↑ The main verb is in its base form (the infinitive without "to").



17.9 FURTHER EXAMPLES QUESTIONS WITH "DO" AND "DOES"



Do they live in Paris?



Does Tom get up at 6am?



Do you finish work at 4pm today?



Does the party start at 7pm?



17.10 HOW TO FORM QUESTIONS WITH "DO" AND "DOES"

"DO" / "DOES"	SUBJECT	BASE FORM OF VERB	REST OF SENTENCE
Do	I / you / we / they	work	in an office?
Does	he / she / it		



17.11 FILL IN THE GAPS IN THE QUESTIONS USING "DO" OR "DOES"



Does she play tennis on Tuesdays?

3



_____ we finish work at 6pm today?

1



_____ you get up at 7am?

4



_____ the parrot talk all day?

2



_____ they live at number 59?

5



_____ you work in a lab?





17.12 REWRITE THE QUESTIONS, PUTTING THE WORDS IN THE CORRECT ORDER

go swimming Jin Does on Fridays?

Does Jin go swimming on Fridays?

1 in New York? live you Do

2 on a farm? Does work she

3 get up he Does at 5am every day?

4 come Peru? they Do from

5 work Brad Does in the post office?



17.13 REWRITE THE SENTENCES AS QUESTIONS

Kim goes to work at 8am.

Does Kim go to work at 8am?



1 They live in New York City.



2 He works in a restaurant.



3 Lewis goes swimming on Fridays.



4 Marisha works with animals.



17.14 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

Do _____ you play soccer on Fridays?



1 _____ she go swimming on Tuesdays?



2 _____ you read the paper on Sundays?



3 _____ she work with animals?



4 _____ they work on a construction site?



17 CHECKLIST

Simple questions

Aa Jobs and routine activities

Asking simple questions

18 Answering questions

When answering questions in English, you can often leave out words to shorten your response. These short answers are often used in spoken English.

-  **New language** Short answers
- Aa Vocabulary** Jobs and routines
-  **New skill** Answering spoken questions

18.1 KEY LANGUAGE SHORT ANSWERS

When the question uses the verb "to be," use "to be" in the short answer. If the question uses "do" or "does," so does the short answer.

Question uses "to be."

Are you a doctor? **Yes, I am.**  **No, I'm not.** 

You don't need to repeat "a doctor" in your answer.

Question uses "do."

Do you work in an office? **Yes, I do.**  **No, I don't.** 

The rest of the sentence is implied.



18.2 FURTHER EXAMPLES SHORT ANSWERS

Does he live here? **Yes, he does.** **No, he doesn't.** 

Question uses "does."

Is your name Sophie? **Yes, it is.** **No, it isn't.**

Do they live in Delhi? **Yes, they do.** **No, they don't.**

Are you Chinese? **Yes, I am.** **No, I'm not.** 

18.3 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS



Maria Kowalski goes for a job interview.

- She is from Poland. True False
- 1 She is a receptionist. True False
- 2 She works in an office. True False
- 3 She doesn't like her job. True False
- 4 She starts work at 9am. True False
- 5 She works five days a week. True False



18.4 MARK THE CORRECT REPLY TO EACH QUESTION

Are you American?



Yes, I am.

Yes, I do.

1 Is your name Maisy?



No, it isn't.

No, it doesn't.

2 Is this your laptop?



Yes, it is.

Yes, it does.

3 Does she work in your office?



Yes, she is.

Yes, she does.

4 Do you eat a big breakfast?



No, I'm not.

No, I don't.

5 Is that your cat?



No, it isn't.

No, it doesn't.



18.5 ANSWER THE QUESTIONS, SPEAKING OUT LOUD

Does Joe watch TV?

Yes, he does.



1 Are you a student?

No, _____.



2 Do they speak English?

Yes, _____.



3 Is that your house?

No, _____.



4 Does she play tennis?

Yes, _____.



5 Is Miranda your aunt?

No, _____.



6 Do they work in a hospital?

Yes, _____.



7 Is he your grandfather?

No, _____.



18 CHECKLIST

Short answers

Aa Jobs and routines

Answering spoken questions

19 Asking questions

Use question words such as “what,” “who,” “when,” and “where” to ask open questions that can’t be answered with “yes” or “no.”

-  **New language** Open questions
- Aa Vocabulary** Question words
-  **New skill** Asking for details

19.1 KEY LANGUAGE OPEN QUESTIONS WITH THE VERB “TO BE”

The question word goes at the beginning of the question. It is usually followed by the verb “to be.”

My name is Sarah.
What is your name?

The question word goes at the beginning.

The question is “open” because it can’t be answered “yes” or “no.”



19.2 FURTHER EXAMPLES OPEN QUESTIONS WITH THE VERB “TO BE”

What is Ruby’s job?



What is the time?



What is in the bag?



What are we here for?



What is this thing?



What are Elliot’s sisters called?



19.3 CROSS OUT THE INCORRECT WORDS IN EACH SENTENCE

What ~~is~~ / ~~are~~ / ~~am~~ the capital of France?

- 1 What ~~is~~ / ~~are~~ / ~~am~~ their names?
- 2 What ~~is~~ / ~~are~~ / ~~am~~ the time?
- 3 What ~~is~~ / ~~are~~ / ~~am~~ my favorite colors?
- 4 What ~~is~~ / ~~are~~ / ~~am~~ the hotel next to?
- 5 What ~~is~~ / ~~are~~ / ~~am~~ they?
- 6 What ~~is~~ / ~~are~~ / ~~am~~ your uncle’s name?
- 7 What ~~is~~ / ~~are~~ / ~~am~~ my name?



19.4 VOCABULARY QUESTION WORDS



Where



Who



When



Which



Why



How



Aa

19.6 MATCH THE QUESTIONS TO THE CORRECT ANSWERS

Where is the bank?

July 23.

1

What is the time?

The red Ferrari.

2

When is your birthday?

I'm 25.

3

Which is your car?

It's over there.

4

Why are you here?

It's 5 o'clock.

5

How old are you?

It's me, Marcus.

6

Who is there?

For a meeting.



19.5 FURTHER EXAMPLES QUESTION WORDS

Where is the café?



Who is Jo's teacher?



When is dinner?



Which is your car?



Why am I here?



How are you?



19.7 FILL IN THE GAPS USING THE WORDS IN THE PANEL

What

_____ is your name?

1

_____ are your parents from?

2

_____ old are you?

3

_____ is breakfast?

4

_____ is your friend talking to?

5

_____ is it cold in here?

6

_____ person is your teacher?

~~What~~

Where

Who

When

Which

Why

How



19.8 KEY LANGUAGE OPEN QUESTIONS USING "DO" AND "DOES"

With most verbs other than "to be" you use the question word followed by "do" or "does" to make a question.

"Do" or "does" follows the question word.

When do you eat lunch?

The question word goes at the beginning.

Main verb changes to its base form.



19.9 HOW TO FORM OPEN QUESTIONS USING "DO" AND "DOES"

QUESTION WORD	"DO / DOES"	SUBJECT	VERB + OBJECT
When	do	I / you / we / they	eat lunch?
	does	he / she / it	

19.10 FURTHER EXAMPLES OPEN QUESTIONS USING "DO" AND "DOES"

Where **do** you go swimming? 

When **does** he finish work? 

What **does** she do on the weekend? 

Which car **do** you drive to work? 



19.11 FILL IN THE GAPS TO COMPLETE THE QUESTIONS

When do they start work?

3 Which bag _____ you want?

1 When _____ she eat lunch?

4 Where _____ he come from?

2 Where _____ they live?

5 When _____ the movie end?





19.12 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

eat do When breakfast? you
When do you eat breakfast?

1 does play he football? Where

2 you When clean do car? the

3 the start? What party does time

4 tennis? Which do days play you



19.13 LISTEN TO THE AUDIO AND MARK THE QUESTIONS YOU HEAR



Ben talks about his life as a student.

When do you eat dinner?
 Where do you eat dinner?

1 When do you eat breakfast?
 What do you eat for breakfast?

2 What do you study?
 How do you study?

3 When do you work?
 Where do you work?

4 Who is she?
 Where is she?



19.14 SAY THE QUESTIONS OUT LOUD, FILLING IN THE GAPS USING THE WORDS IN THE PANEL

What do you do for a living?

1 _____ do you work in the city?

2 _____ do you start work?

3 _____ time does it open?

4 _____ many people do you work with?

5 _____ do you work with?

When How ~~What~~ What Where Who





19.15 READ THE EMAIL AND ANSWER THE QUESTIONS

Which village is Bernadette in?

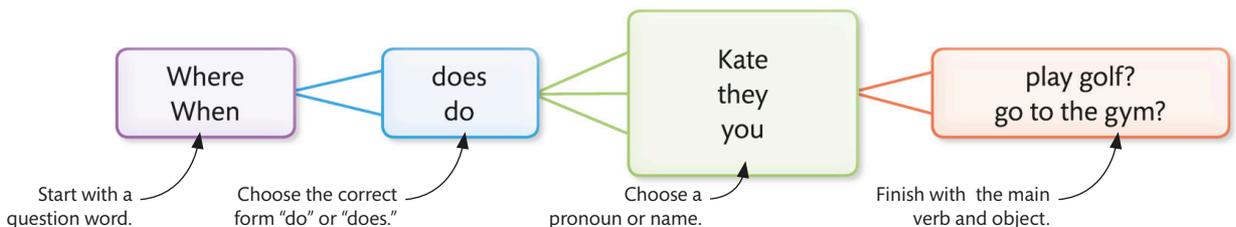
- Torremolinos**
- Mijas**

- Who is Bernadette on vacation with?
Her brother
Her sister
- How many swimming pools does the hotel have?
Two
Three
- What time does Bernadette get up?
At 7am
At 7:30am
- What does Bernadette do in the morning?
Goes to the gym
Goes swimming
- Where does Bernadette have breakfast?
In her room
By the pool
- When is the flamenco dancing?
Tonight
Tomorrow



19.16 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD

Where does Kate play golf?





19.17 REWRITE THE SENTENCES, CORRECTING THE ERRORS

Where **are** my laptop?

Where is my laptop?

1 How often **does** they play tennis?

2 Which office **do** he work in?

3 Where **are** the party?

4 What **does** you do?



19.18 FILL IN THE GAPS TO COMPLETE THE QUESTIONS

When does Russell go to the gym?

Russell goes to the gym on Tuesdays.

1 What _____ ?

Her cat is called Ginger.

2 Who _____ ?

My English teacher is Mrs. Price.

3 Where _____ ?

Ben works in a hospital.

4 How _____ ?

My grandmother is fine, thanks.



19 CHECKLIST



Open questions

Aa Question words



Asking for details



REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 15-19

NEW LANGUAGE	SAMPLE SENTENCE	<input checked="" type="checkbox"/>	UNIT
NEGATIVES WITH "TO BE"	I am a farmer. I am not a doctor. You're not a doctor. You aren't a doctor.	<input type="checkbox"/>	15.1, 15.3, 15.7
PRESENT SIMPLE NEGATIVE	He does not work inside. He works outside. I work outside. I do not work inside.	<input type="checkbox"/>	16.1, 16.3, 16.6
SIMPLE QUESTIONS	Are you Canadian? Do you work in an office? Does she work in a school?	<input type="checkbox"/>	17.1, 17.8
SHORT ANSWERS	Are you a doctor? Yes, I am. Do you work in an office? No, I don't.	<input type="checkbox"/>	18.1, 18.2
OPEN QUESTIONS WITH "TO BE"	My name is Sarah. What is your name?	<input type="checkbox"/>	19.1, 19.2
OPEN QUESTIONS USING "DO" AND "DOES"	When do you eat lunch? When does she eat lunch?	<input type="checkbox"/>	19.8, 19.9

20 Vocabulary

20.1 AROUND TOWN



village



town



city



hospital



police station



bus station



bus stop



train station



airport



school



factory



supermarket



store (US)
shop (UK)



pharmacy



bank



post office



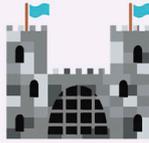
library



museum



town hall



castle



office building



park



here



bridge



swimming pool



restaurant



café



there



bar



movie theater (US)
cinema (UK)



theater (US)
theatre (UK)



hotel



near



church



mosque



synagogue



temple



far



21 Talking about your town

When you talk about things, you can use “there is” for one and “there are” for more than one. “There isn’t” and “there aren’t” are the negatives.

-  **New language** “There is” and “there are”
- Aa Vocabulary** Towns and buildings
-  **New skill** Describing a town

21.1 KEY LANGUAGE “THERE IS” AND “THERE ARE”

Use “there is” to talk about one thing (singular).

 **There is a hospital in my town.**

 **There are three hospitals in my town.**

Use “there are” to talk about more than one (plural).



21.2 FURTHER EXAMPLES “THERE IS” AND “THERE ARE”

 **There is an airport.**

 **There are two theaters.**

 **There is a hotel.**

 **There are three cafés.**



21.3 FILL IN THE GAPS USING “THERE IS” AND “THERE ARE”

 *There is* a factory.

1  two churches.

2  a swimming pool.

3  a library.

4  two castles.



21.4 SAY THESE PLURALS OUT LOUD

libraries 

1 airports  5 bars 

2 theaters  6 churches 

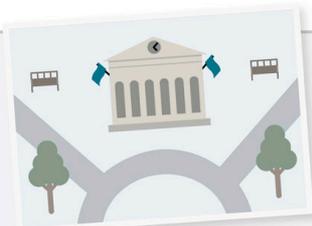
3 schools  7 factories 

4 hospitals  8 offices 



Aa

21.5 LOOK AT THE PICTURES AND FILL IN THE GAPS TO COMPLETE THE SENTENCES



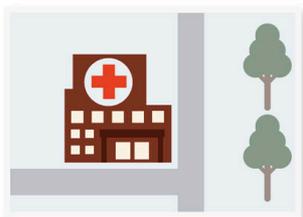
There is a town hall.



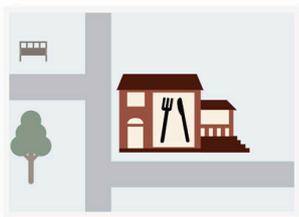
1 There are _____.



2 There are _____.



3 There is a _____.



4 There is a _____.



5 There are _____.



21.6 KEY LANGUAGE "THERE IS NOT" AND "THERE ARE NOT ANY"

Add "not" to make a singular sentence negative.

There **is not** a school.



There **isn't** a school.

You can shorten "is not" to "isn't."

Add "not any" to make a plural sentence negative.

There **are not any** schools.



There **aren't any** schools.

You can shorten "are not" to "aren't."



21.7 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

There **isn't** / ~~aren't~~ a castle.

1 There **isn't** / **aren't** a theater.

2 There **isn't** / **aren't** any factories.

3 There **isn't** / **aren't** a bus station.

4 There **isn't** / **aren't** any airports.

5 There **isn't** / **aren't** any churches.



21.8 ANOTHER WAY TO SAY "THERE AREN'T ANY"

You can use "are no" instead of "aren't any." It means the same thing.

This is the contracted form of "are not."

There aren't any stores.

There are no stores.



21.9 FURTHER EXAMPLES "ARE NO"

There are no libraries in Oldtown.

There are no factories in Newport.

There are no schools in our village.



21.10 FILL IN THE GAPS USING "ARE" AND "AREN'T"

There aren't any theaters.

- 1 There _____ no castles.
- 2 There _____ any factories.
- 3 There _____ no hospitals.
- 4 There _____ any churches.
- 5 There _____ no swimming pools.
- 6 There _____ no airports.



21.11 LISTEN TO THE AUDIO, THEN NUMBER THE PICTURES IN THE ORDER THEY ARE DESCRIBED





21.12 READ THE EMAIL AND ANSWER THE QUESTIONS

There are two schools.

True False

1 There is a supermarket.

True False

2 There is a theater.

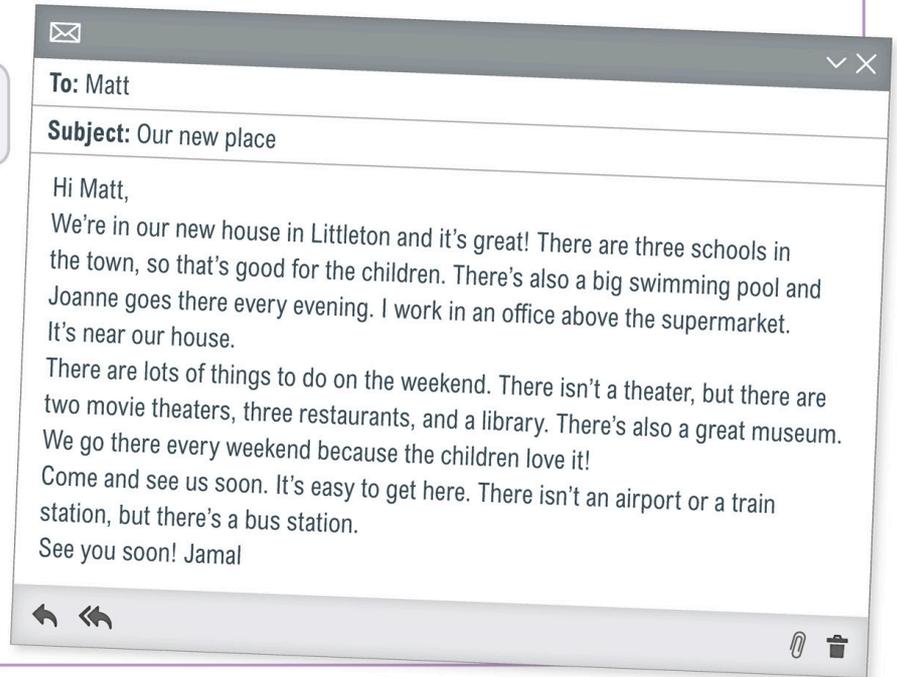
True False

3 There are four movie theaters.

True False

4 There are three restaurants.

True False



21.13 LOOK AT THE PICTURE, THEN SAY EACH SENTENCE OUT LOUD, FILLING IN THE GAPS

There is a supermarket.

1 _____ a park.

2 _____ a hotel.

3 _____ no cafés.

4 _____ an airport.

5 _____ stores.

6 _____ a train station.

7 _____ theaters.



21 CHECKLIST

⚙️ "There is" and "there are"

Aa Towns and buildings

🧩 Describing a town

22 Using "a" and "the"

Use the definite article ("the") or indefinite article ("a," "an") to talk about things in specific or general terms. Use "some" to talk about more than one thing.

 **New language** Definite and indefinite articles

Aa Vocabulary Places in town

 **New skill** Using articles

22.1 KEY LANGUAGE "A / AN / THE"

Use "a" to talk about a thing in general. Use "the" to talk about a place, person, or thing that you and the listener both know about.



I work in **a** library.

Use "a" because you are talking about your work in general, not the specific place where you work.



I work in **the** library on Main Street.

Use "the" because you are talking about the specific building where you work.



22.2 FURTHER EXAMPLES "A / AN / THE"



Jim is **an** artist.

Use "a / an" to talk about jobs.

Use "an" before words that start with a vowel.



The doctor at my hospital is good.

Use "the" to talk about a particular doctor.



Is there **a** bank near here?

Use "a" with "is there" and "there is."



I go to **the** bank on Broad Street.

Use "the" to talk about a particular bank.



22.3 CROSS OUT THE INCORRECT WORDS IN EACH SENTENCE

Charlotte is ~~a~~ / **an** / ~~the~~ actress.

- 1 **A** / **An** / **The** new teacher is called Miss Jones.
- 2 There is **a** / **an** / **the** good café in the park.
- 3 I work at **a** / **an** / **the** hotel next to the library.

- 4 There is **a** / **an** / **the** swimming pool near my office.
- 5 It is **a** / **an** / **the** dog's favorite toy.
- 6 Janie is **a** / **an** / **the** artist at the gallery.
- 7 See you at **a** / **an** / **the** café at the bus station.



22.4 KEY LANGUAGE "A / SOME"

You can only use "a" and "an" for singular nouns. Use "some" for plurals.

Use "a" and "an" to talk about one thing.

Singular.

There is **a** hotel in the town.



There are **some** hotels in the town.



Use "some" to talk about more than one thing.

Plural.



22.5 FURTHER EXAMPLES "A / SOME"

There is **a** bank on Main Street.



There is **a** waiter over there.



There are **some** banks on Main Street.



There are **some** children in the park.



22.6 FILL IN THE GAPS WITH "A" OR "SOME"

There is a restaurant in the park.

1 There are _____ stores on Broad Street.

2 There is _____ café next to the castle.

3 There are _____ cakes on the table.

4 There is _____ phone here.

5 There are _____ factories downtown.



22.7 REWRITE THE SENTENCES, CORRECTING THE ERRORS

There **are** a movie theater on Main Street.

There is a movie theater on Main Street.

1 There **is** some supermarkets in town.

2 There **are** an office near the river.

3 There **is** some chocolate bars in my bag.

4 There **are** a hospital near the bus station.





22.8 KEY LANGUAGE QUESTIONS WITH "A / ANY"

There is **a** hotel in the town.

There are **some** hotels in the town.

Is there **a** hotel in the town?

Are there **any** hotels in the town?

Use "a" to find out if there is one of something.

Use "any" to find out if there is one or more of something.



22.9 FURTHER EXAMPLES QUESTIONS WITH "A / ANY"

Is there **a** restaurant?

Are there **any** factories?

Is there **a** hospital?

Are there **any** theaters?



22.10 CROSS OUT THE INCORRECT WORDS IN EACH QUESTION

Is there **a** / ~~an~~ / ~~any~~ hospital in the town?

1 Are there **a** / **an** / **any** stores on your street?

3 Are there **a** / **an** / **any** mosques in the city?

2 Is there **a** / **an** / **any** airport near Littleton?

4 Is there **a** / **an** / **any** swimming pool downtown?

5 Are there **a** / **an** / **any** offices in that building?



22.11 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

any in town? Are your factories there

Are there any factories in your town?

3 Are your house? there any near hotels

1 there here? a Is supermarket near

4 a café office? there near Is your

2 on there any Elm Road? Are cafés

5 the there a bar next to Is bank?



22.12 KEY LANGUAGE SHORT ANSWERS

When answering questions in English, you don't have to repeat all the words from the question.



Is there **a** hotel in the town?

Yes, there is.

No, there isn't.



Are there **any** hotels in the town?

Yes, there are.

No, there aren't.

Short for: "No, there aren't any hotels in the town."

Short for: "Yes, there is a hotel in the town."



22.13 FILL IN THE GAPS WITH SHORT ANSWERS

Are there any theaters in Littleton?

No, there aren't.

1 Is there a church on Main Street?

Yes, _____.

2 Are there any pens in your bag?

Yes, _____.

3 Is there a post office near here?

No, _____.

4 Are there any supermarkets on Station Road?

Yes, _____.

5 Is there a school near your house?

No, _____.

6 Are there any dogs in the hotel?

No, _____.



22.14 LOOK AT THE MAP AND ANSWER THE QUESTIONS, SPEAKING OUT LOUD

Is there a library?

Yes, there is.



1 Are there any hotels?



2 Is there a church?



3 Are there two cafés?



4 Is there a supermarket?



22 CHECKLIST

Definite and indefinite articles

Aa Places in town

Using articles

23 Orders and directions

Use imperatives to tell someone to do something. They are also useful to give a warning, or to give directions to someone.

 **New language** Imperatives

Aa Vocabulary Directions

 **New skill** Finding your way

23.1 KEY LANGUAGE IMPERATIVES

To make the imperative, use the base form of the verb (the infinitive without "to").

Stop!

The base form of the verb "to stop."



23.2 FURTHER EXAMPLES IMPERATIVES



Get up.



Be careful!



Eat your breakfast.



Help!



Give that to me.



Read this book.



23.3 REWRITE THE INFINITIVES AS IMPERATIVES

to go = Go

1 to wake up = _____

2 to do = _____

3 to start = _____

4 to have = _____

5 to wait = _____

6 to stop = _____

7 to work = _____



23.4 KEY LANGUAGE GIVING DIRECTIONS



go straight ahead



turn left



turn right



go past



take the first right



take the second right



23.5 MARK THE DIRECTIONS THAT LEAD YOU TO THE CORRECT PLACES ON THE MAP



For the Bridge Café:

Take the first right. The café is on the left.

Take the first left. The café is on the right.

1 For the train station:

Take the second left. The station is on the right.

Take the second right. The station is on the left.

2 For the Elm Tree Restaurant:

Take the first left, then turn right. The restaurant is on the right.

Take the second left, then turn right. The restaurant is on the left.

3 For the hospital:

Take the second right, and the hospital is on the left.

Take the second left, and the hospital is on the right.

4 For the Supreme Hotel:

Take the first left, then go straight ahead. The hotel is on the right.

Take the first right, then go straight ahead. The hotel is on the left.

5 For the castle:

Take the first left, then turn right. The castle is on the left.

Take the first left, then turn left. The castle is on the right.



23.6 VOCABULARY DIRECTIONS



next to



opposite



between



on the corner



behind



in front of



on the right



on the left



intersection (US)
crossroads (UK)



block



Aa

23.7 FILL IN THE GAPS USING DIRECTIONS



1 The supermarket is _____ the post office.



2 The museum is _____ the café.



3 The station is _____ the church.



4 The cinema is on the _____ of the intersection.



5 The post office is _____ the café and the supermarket.



23.8 KEY LANGUAGE NEGATIVE IMPERATIVE

Add "don't" or "do not" before the verb to make an imperative negative.

Do not
Don't } **turn right.** 



23.9 FURTHER EXAMPLES NEGATIVE IMPERATIVE

 **Don't eat** that cake.

 **Don't sit** there.



23.10 REWRITE THE SENTENCES AS NEGATIVE IMPERATIVES

Take the first left.

Don't take the first left.

1 Read that book.

2 Go past the hotel.

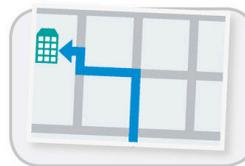
3 Give that to the cat.

4 Have a shower.

5 Drive to the mall.



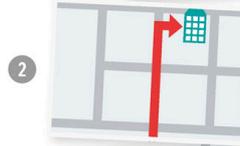
23.11 LISTEN AND MATCH THE DIRECTIONS TO THE PLACES



Movie theater



Hotel Bel Air



Swimming pool



Science museum



Library

23 CHECKLIST

 Imperatives

Aa Directions

 Finding your way

24 Joining sentences

“And” and “but” are conjunctions: words that join statements together. “And” adds things to a sentence or links sentences together. “But” introduces a contrast to a sentence.

 **New language** Using “and” and “but”

Aa Vocabulary Town, jobs, and family

 **New skill** Joining sentences

24.1 KEY LANGUAGE USING “AND” TO JOIN SENTENCES

Use “and” to join two sentences together.

There’s a library. There’s a restaurant.

“There’s” is the same as “There is.”

There’s a library **and** a restaurant.



You can drop the second “there’s” when you join sentences using “and.”



24.2 FURTHER EXAMPLES USING “AND” TO JOIN SENTENCES



Jazmin’s sister lives **and** works in Paris.

My father **and** brother are both engineers.

Simon plays video games **and** watches TV every night.



24.3 REWRITE THESE STATEMENTS AS SINGLE SENTENCES USING “AND”

I get up. I have a shower.

I get up and have a shower.

1 There are two hotels. There are three shops.

2 Hilda works in a school. She works in a theater.

3 My uncle is a scientist. My aunt is a doctor.

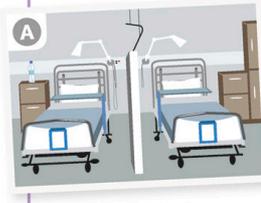
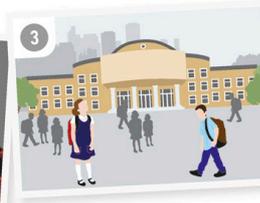
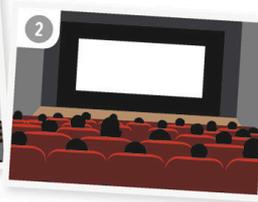
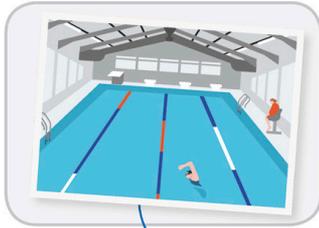
4 Sue watches TV. She reads books.

5 The store opens at night. Jan starts work.





24.4 LISTEN TO THE AUDIO AND MATCH THE PLACES MENTIONED IN EACH "AND" STATEMENT



24.5 KEY LANGUAGE USING A COMMA INSTEAD OF "AND"

For lists of more than two items, you can use commas instead of "and."

You can use a comma to replace "and" in a list.

Use another comma before the "and."

There's a library, a store, and a café.



Keep the "and" between the final two nouns.



24.6 MARK THE SENTENCES THAT USE COMMAS AND "AND" CORRECTLY

I am a wife, a mother, and a daughter.

I am a wife, and a mother, a daughter.

1 There are hotels and bars and stores.
There are hotels, bars, and stores.

2 Sam eats, breakfast lunch and dinner.
Sam eats breakfast, lunch, and dinner.

3 I play tennis, soccer, and chess.
I play tennis, and soccer, and chess.

4 Teo plays with his car and his train and his bus.
Teo plays with his car, train, and bus.

5 There is a pencil, a bag and, a cell phone.
There is a pencil, a bag, and a cell phone.

6 My friends, girlfriend, and aunt are here.
My friends, and, girlfriend and aunt are here.

7 Ling works on Monday, Thursday, and Friday.
Ling works on Monday, and Thursday, Friday.





24.7 KEY LANGUAGE USING "BUT" TO JOIN SENTENCES

Use "but" to join a positive and a negative statement.

There's a hotel. There isn't a store.



There's a hotel, but there isn't a store.

You can use "but" to add something negative to a positive sentence.

There isn't a store here, but there is a hotel.

You can use "but" to add something positive to a negative sentence.



24.8 MATCH THE BEGINNINGS OF THE SENTENCES TO THE CORRECT ENDINGS

There is a mosque, but

these aren't my car keys.

1 This is my car, but

it doesn't have a bathtub.

2 We eat a small breakfast, but

not on the weekend.

3 I work from Monday to Friday, but

there isn't a church.

4 The bathroom has a shower, but

we eat a big lunch.



24.9 REWRITE EACH PAIR OF STATEMENTS AS A SINGLE SENTENCE

There is a post office. There isn't a bank.

There is a post office, but there isn't a bank.

3 This bag is Maya's. That laptop isn't hers.

1 There isn't a bathtub. There is a shower.

4 Si doesn't have any dogs. He has two cats.

2 There isn't a bar. There is a café.

5 Sally reads books. She never watches TV.





24.10 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

I am a father **and** / ~~but~~ a son.

1 Lu reads books **and** / **but** magazines.

2 I work every weekday, **and** / **but** not on weekends.

3 Jim is a husband **and** / **but** a father.

4 There is a cinema, **and** / **but** no theater.

5 There isn't a gym, **and** / **but** there is a pool.



24.11 LOOK AT THE TABLE, THEN SAY "AND" AND "BUT" SENTENCES OUT LOUD

	✓	✓	✗
1			
2			
3			
4			

There is a mosque and a church,
but there isn't a factory.



1

There is _____
_____.



2

There is _____
_____.



3

There is _____
_____.



4

There is _____
_____.



24 ✓ CHECKLIST

Using "and" and "but"

Aa Town, jobs, and family

Joining sentences

25 Describing places

Use adjectives to give more information about nouns, for example to describe a person, building, or place.

 **New language** Adjectives

Aa Vocabulary Place adjectives and nouns

 **New skill** Describing places

25.1 KEY LANGUAGE USING ADJECTIVES

Adjectives are usually placed before the noun they describe.

She is a **busy** woman. 

It is a **busy** town. 

He is a **busy** man. 

These are **busy** streets. 

Adjectives are the same for male and female nouns.

Adjectives are the same for singular and plural nouns.



25.2 VOCABULARY ADJECTIVES



old



new



beautiful



horrible



busy



quiet



small



big





25.3 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

a This is town. beautiful

This is a beautiful town.

1 horrible is He man. a

2 are They small children.

3 uncle My man. is a quiet

4 large is There a cake.

5 my shoes. are old These

6 supermarket. a new is There

7 in work You museum. an old



25.4 OTHER WAYS TO USE ADJECTIVES

Sometimes, adjectives can be put in different places in a sentence.

The town is **busy**.

You can put the adjective at the end of the sentence after the verb "to be."

Southbay is a **busy** town.

The adjective usually comes before the noun.

It is **busy**.

You can replace the noun with a pronoun.



Aa

25.5 READ THE PASSAGE AND CIRCLE SEVEN ADJECTIVES

Hi! I'm Paolo.

I live and work in a **small** town. There are some beautiful old buildings there and lots of hotels, too. I work in a large restaurant near the river. I'm a waiter and my friend is the chef. The restaurant is busy every evening and my job is horrible, but the food is beautiful. I eat there every day.



25.6 FILL IN THE GAPS TO WRITE EACH SENTENCE THREE DIFFERENT WAYS

Rome is an **old** city.

The city is old.

It is old.

- 1 She is a **busy** nurse. _____
- 2 He is a **quiet** dog. _____
- 3 They are **new** patients. _____
- 4 It is a **horrible** town. _____
- 5 It is a **beautiful** car. _____

25.7 VOCABULARY PLACES AND SCENERY



beach

.....



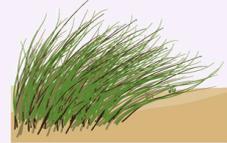
sea

.....



sand

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grass

.....



countryside

.....



tree

.....



hill

.....



river

.....



mountain

.....



lake

.....



sky

.....



cloud

.....



Hi Veronica,

We're in the **countyrseidi**
this week on vacation. It's really
baueiful. The **leke** near the hotel
is **lerge** but the water is cold. We
walk in the **mountins** every day
and eat at the **restarant** every
night. Hope the **beeck** is fun.
Is it **bisy** or **qeuit**?

See you soon,
Tamara



countryside

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

25.9 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

The lakes are beautiful and the mountain is large.

- 1 _____ countryside _____ quiet _____ trees _____ beautiful.
- 2 _____ city _____ horrible _____ people _____ busy.
- 3 _____ hotel _____ new _____ swimming pool _____ large.
- 4 _____ beach _____ big _____ cafés _____ busy.
- 5 _____ city _____ old _____ buildings _____ beautiful.

25.10 KEY LANGUAGE USING QUANTITY PHRASES

English has many different phrases for quantities when the exact number is not known.

Use "some" when there is more than one, but you don't know exactly how many.

There are **some** buildings.



Use "a few" for a small number.

There are **a few** buildings.



Use "lots of" for a large number.

There are **lots of** buildings.



25.11 FURTHER EXAMPLES USING QUANTITY PHRASES



There are **some** trees.



There are **lots of** people.



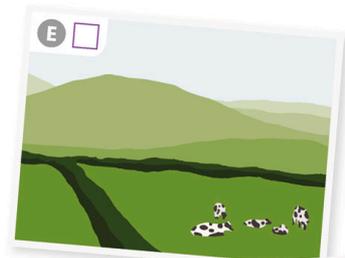
There are **lots of** mountains.



There are **a few** cars.



25.12 LISTEN TO THE AUDIO, THEN NUMBER THE PICTURES IN THE ORDER THEY ARE DESCRIBED





25.13 WRITE SENTENCES ABOUT THE IMAGE USING "A FEW," "SOME," OR "LOTS OF"

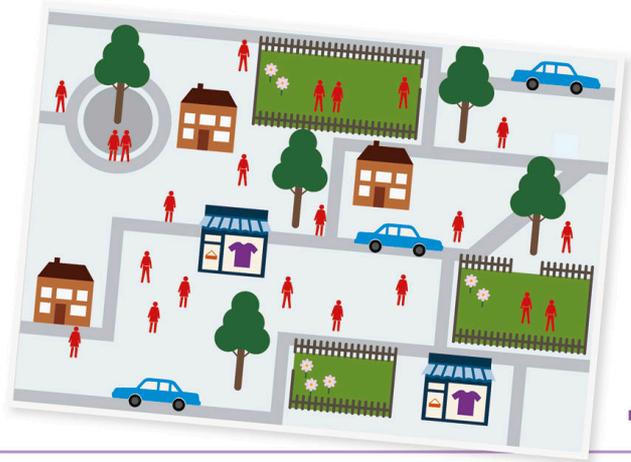
There are some trees.

1 _____ people.

2 _____ buildings.

3 _____ cars.

4 _____ parks.



25.14 LOOK AT THE TABLE, THEN SAY SENTENCES OUT LOUD USING "A FEW," "SOME," AND "LOTS OF"

	A FEW	SOME	LOTS OF
In Greenpoint,			
1 In the tree,			
2 In the sea,			
3 In the countryside,			

In Greenpoint, there are a few buildings and lots of people.



25 CHECKLIST

Adjectives

Aa Place adjectives and nouns

Describing places

Use the conjunction "because" to give a reason for something. You can also use "because" to answer the question "Why?"

 **Key language** "Because"

Aa Vocabulary Places and jobs

 **New skill** Giving reasons

26.1 KEY LANGUAGE USING "BECAUSE"

This is the main clause. Use "because" before you give the reason. This is the reason.

I live in the countryside **because** it's beautiful.



26.2 FURTHER EXAMPLES

It's a noisy town **because** there are lots of cars.



My village is quiet **because** there are only a few families here.



The nurse is busy **because** there are lots of patients.



26.3 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS

Ben goes to the restaurant because...

it is near home. his friend is the chef.

4 Ho uses his laptop because...

it's new. it's old.

1 Jacob lives in Newport because his family...

lives there. lives far away.

5 Pablo is a doctor because he is good...

with people. with children.

2 Marina works outside because...

she's a farmer. she's a gardener.

6 Annie goes to Boston because...

her aunt lives there. she's a chef.

3 Lin gets up at 6am because she...

goes running. goes swimming.

7 The countryside is quiet because there aren't...

lots of people. lots of animals.



26.4 FILL IN THE GAPS USING THE PHRASES IN THE PANEL

I work in a theater because I'm an actor.

- 1 She lives on a farm because _____.
- 2 She works in a hotel because _____.
- 3 They get up late because _____.
- 4 We work with children because _____.
- 5 You don't eat lunch because _____.
- 6 I work outside because _____.
- 7 My parents go to the countryside because _____.

I'm a gardener

we're teachers

~~I'm an actor~~

you're busy

she's a farmer

they're students

it's quiet

she's a receptionist



26 CHECKLIST

"Because"

Aa Places and jobs

Giving reasons

REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 21–26

NEW LANGUAGE	SAMPLE SENTENCE	<input checked="" type="checkbox"/>	UNIT
USING "THERE IS" AND "THERE ARE"	There is a hospital. There are three hospitals. There isn't a school. There aren't any schools.	<input type="checkbox"/>	21.1, 21.6
ARTICLES	I work in a library. I work in the library on Main Street.	<input type="checkbox"/>	22.1
USING "ANY" AND "SOME"	Are there any hotels? There are some hotels.	<input type="checkbox"/>	22.8
IMPERATIVES	Stop! Be careful!	<input type="checkbox"/>	23.1
JOINING SENTENCES	There's a library and a restaurant. There's a hotel, but there isn't a store.	<input type="checkbox"/>	24.1, 24.7
USING ADJECTIVES	She is a busy woman. It is a busy town. The town is busy. It is busy.	<input type="checkbox"/>	25.1, 25.4
USING "BECAUSE"	I live in the countryside because it's beautiful.	<input type="checkbox"/>	26.1

27 Vocabulary

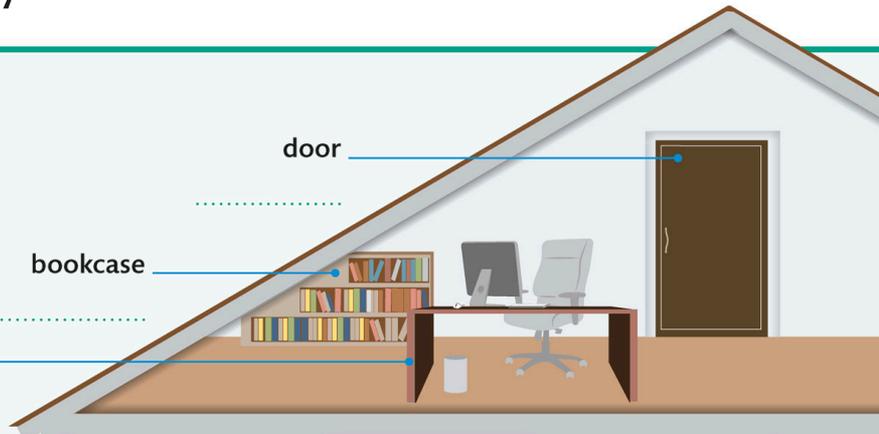
27.1 AROUND THE HOUSE



apartment block (US)
block of flats (UK)



house



door

bookcase

desk

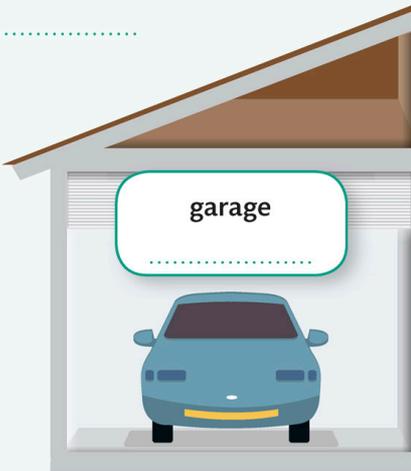


bathroom

shower

toilet

bathtub



garage

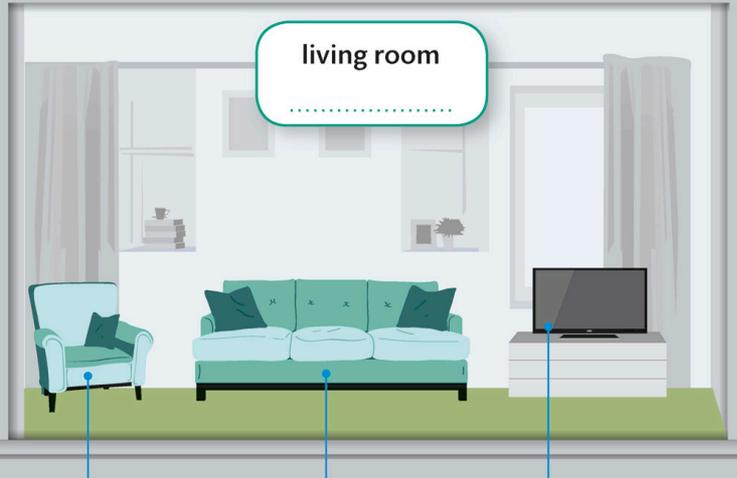


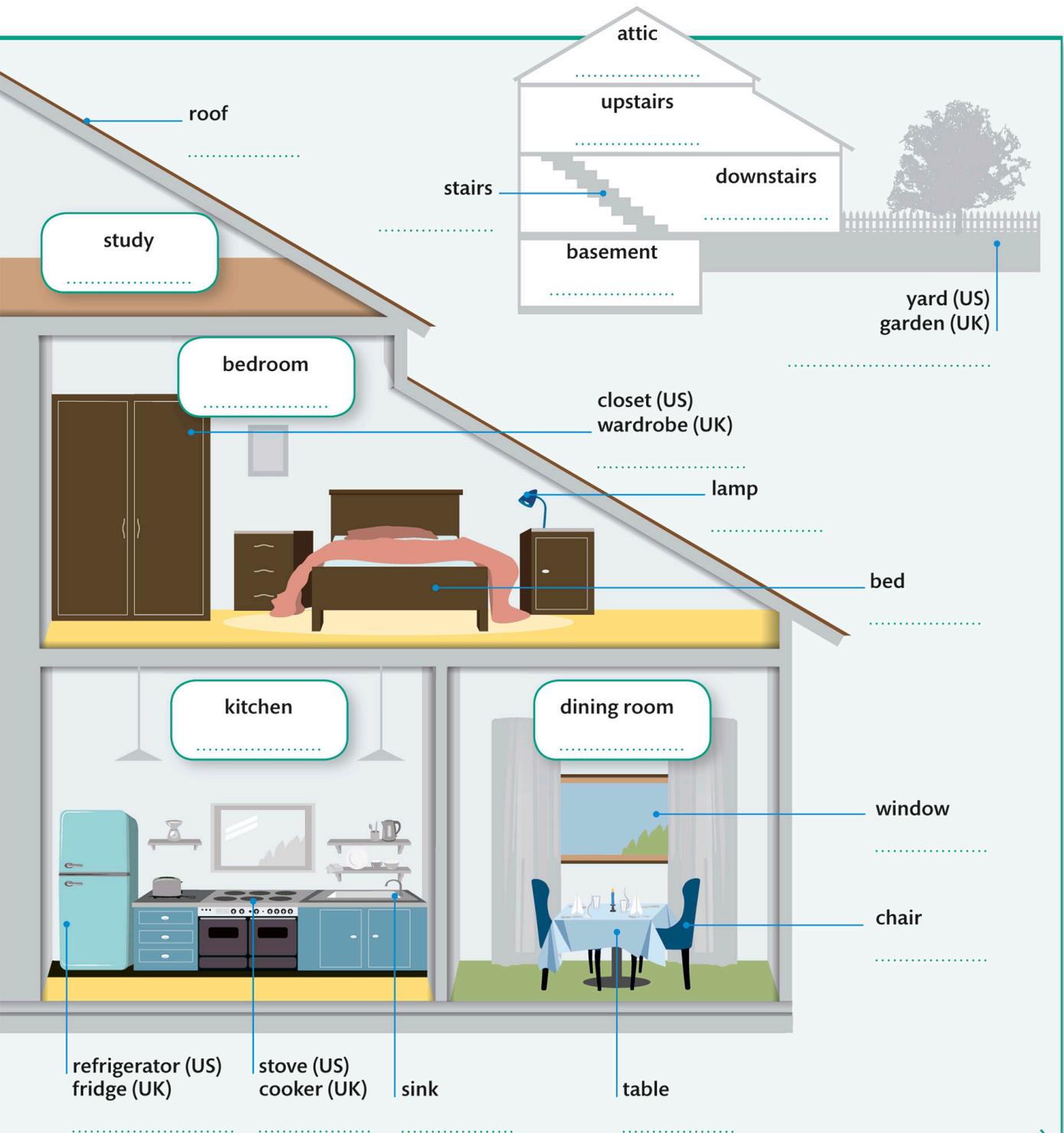
living room

armchair

couch (US)
sofa (UK)

television





28 The things I have

When you talk about things you own, such as furniture or pets, you can use the verb "have." You can also use it to talk about your qualifications and the appliances and rooms in your home.

-  **New language** Using "have"
- Aa Vocabulary** Household objects
-  **New skill** Talking about possessions

28.1 KEY LANGUAGE USING "HAVE"

"Have" is an irregular verb. The third person singular form is "has," not "haves."

I **have** a garage.



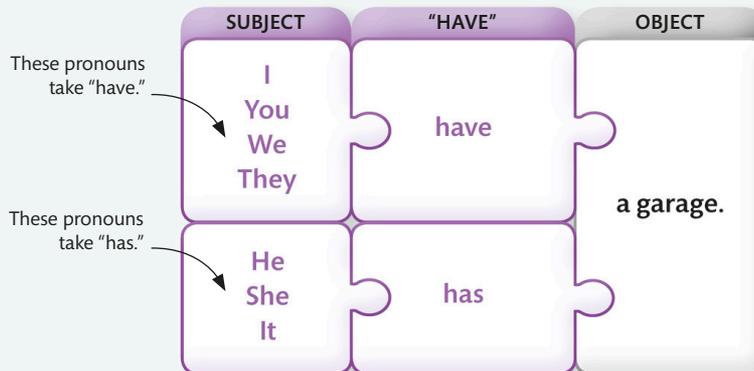
She **has** a yard.



Use "has" for the third person singular (he, she, or it).



28.2 HOW TO FORM STATEMENTS USING "HAVE"



28.3 FILL IN THE GAPS USING "HAVE" OR "HAS"



I have a house.



3 He _____ a dog.



1 They _____ a car.



4 We _____ a daughter.



2 You _____ a chair.



5 It _____ a door.

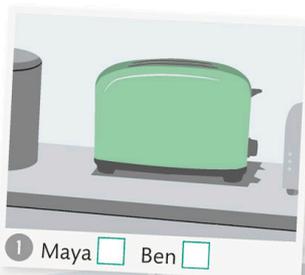




28.4 LISTEN TO THE AUDIO AND MARK WHO OWNS WHICH OBJECT



Maya Ben



1 Maya Ben



2 Maya Ben



3 Maya Ben



4 Maya Ben



28.5 READ THE ADVERTISEMENTS AND ANSWER THE QUESTIONS

Riverside Apartment has four bedrooms.

True False

1 Riverside Apartment has one bathroom.

True False

2 Lake View has a yard.

True False

3 Lake View has a garage.

True False

4 Stone Hill has five bedrooms.

True False

5 Stone Hill has a shower.

True False

6 Stone Hill has a kitchen.

True False

34 ACCOMMODATION

PROPERTIES TO RENT



Riverside Apartment \$800/month

This old apartment is on the first floor of Riverside House. It has three bedrooms and two bathrooms. There's a beautiful park next door.



Lake View \$900/month

This house is on a quiet street next to a lake. It has two bedrooms and a big kitchen in the basement. It also has a beautiful yard, but there is no garage.



Stone Hill \$1,500/month

This house is in the old part of Bridgewater. It has four bedrooms and a bathroom with a bathtub and a shower. It also has a big kitchen. All the furniture is new and stylish.

28.6 KEY LANGUAGE "HAVE" NEGATIVES

Although "have" is irregular, its negative is formed in the usual way. The negative form can also be contracted as with other verbs.



I **have** a bathtub.

I { **do not**
don't } **have** a bathtub.

"Do not" can be shortened to "don't."

Use "does not" instead of "do not" for she, he, and it.

Jim **has** a bathtub.

Jim { **does not**
doesn't } **have** a bathtub.

"Does not" can be shortened to "doesn't."

Always use "have" instead of "has" in the negative.



28.7 WRITE EACH SENTENCE IN ITS OTHER NEGATIVE FORM

I **do not** have a car.

I don't have a car.

3 Greendale **doesn't** have a church.

1 Kaleh **doesn't** have a dog.

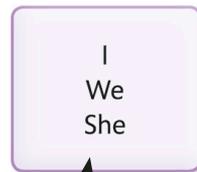
4 Alyssa and Logan **do not** have a garage.

2 You **do not** have a microwave.

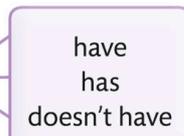
5 We **don't** have a yard.



28.8 USE THE CHART TO CREATE 11 CORRECT SENTENCES AND SAY THEM OUT LOUD



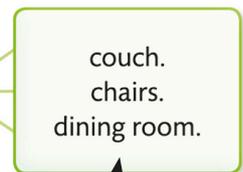
Start with a pronoun.



Choose the correct form of the verb.



Choose an article or determiner.



Finish with a noun.



28.9 ANOTHER WAY TO SAY "HAVE"

Some English speakers, especially in the UK, use "have got" instead of "have." It means the same thing.

We { **have**
have got } a dog.



The only difference is the word "got."



28.10 HOW TO FORM "HAVE GOT"

POSITIVE

I have got a dog.



I've got a dog.

Only use this form when using "have" with "got." Don't shorten "I have" to "I've a dog."

NEGATIVE

He has not got a dog.



He hasn't got a dog.

"Has not got" can be shortened to "hasn't got."



28.11 WRITE EACH SENTENCE IN ITS OTHER TWO FORMS

She **has** a computer.

She has got a computer.

She's got a computer.

① They **don't have** a couch.

② He **has** three sisters.

③ You **don't have** a bike.

④ We **have** a microwave.

⑤ It **has** a bathtub.

⑥ They **have** a cat.

28 CHECKLIST

Using "have"

Aa Household objects

Talking about possessions

29 What do you have?

Use questions with "have" to ask someone about the things they own. "Do" or "does" are used to form the question.

 **New language** "Have" questions

Aa Vocabulary House and furniture

 **New skill** Asking about household objects

29.1 KEY LANGUAGE ASKING "HAVE" QUESTIONS

Form "have" questions by adding "do" or "does."

You have a TV.

Do you have a TV?

↖ Add "do" to turn "I," "you," "we," and "they" statements into questions.

She has a TV.

Does she have a TV?

↖ Add "does" to form questions for "he," "she," and "it."

↖ "Has" changes to "have" in questions.



29.2 VOCABULARY HOUSEHOLD OBJECTS



toaster



microwave



washing machine



dishwasher



kettle



plate



bowl



cup



silverware (US)
cutlery (UK)



knife



fork



spoon





29.3 REWRITE THE SENTENCES AS QUESTIONS

She has an oven.

Does she have an oven?

1 They have a toaster.

2 You have a new couch.

3 Ben has a washing machine.

4 We have an old armchair.

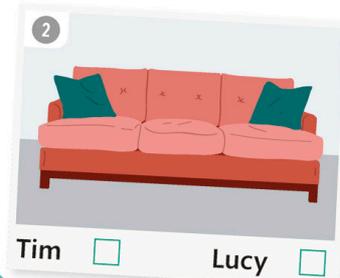
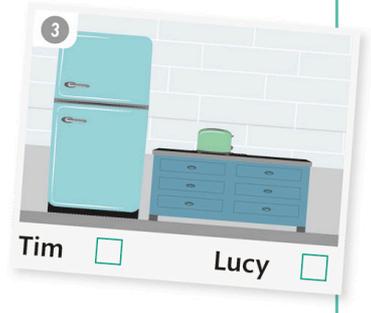
5 Karen has a large TV.

6 The kitchen has a sink.

7 The house has a yard.

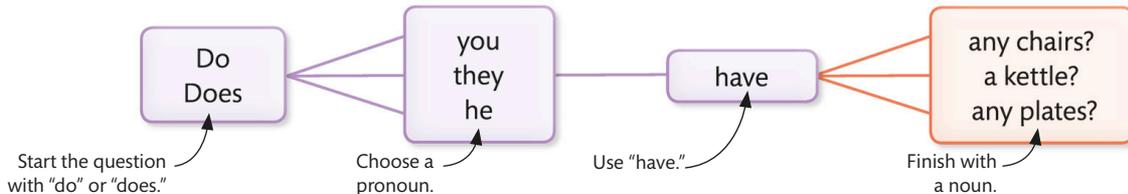


29.4 LISTEN AND MARK WHO OWNS WHICH OBJECTS



29.5 USE THE CHART TO CREATE NINE CORRECT SENTENCES AND SAY THEM OUT LOUD

Do you have any chairs?



29.6 KEY LANGUAGE SHORT ANSWERS TO "HAVE" QUESTIONS

You can give short answers to "have" questions using "do" and "don't."

Add "do" to form a question.

Do you have a microwave?



Yes, I do.

Use "do" in the positive answer.

No, I don't.

Use "do not" or "don't" in the negative answer.



29.7 LOOK AT THE PICTURE AND WRITE SHORT ANSWERS TO THE QUESTIONS



Do you have a kettle?

Yes, I do.

1 Do you have a fork?

2 Do you have a spoon?

3 Do you have a toaster?

4 Do you have a microwave?



29.8 LOOK AT THE PICTURE, THEN ANSWER THE QUESTIONS OUT LOUD



Does Noah have a dog?

Yes, he does.



1 Does he have a TV?



2 Does he have a bookcase?



3 Does he have a couch?



29.9 KEY LANGUAGE "HAVE GOT" QUESTIONS AND ANSWERS

Questions and answers using "have got" are formed differently. Remember, you mostly hear this in British English.



Have you got a microwave?

"Have" or "has" moves to the start of the question.

"Got" does not move.

Yes, I have.

Use "have" in the positive answer.

No, I haven't.

Use "have not" or "haven't" in the negative answer.



29.10 REWRITE EACH "HAVE" QUESTION USING "HAVE GOT"

Do you have a cat?

Have you got a cat?

1 Does this town have a theater?

2 Does your house have an attic?

3 Do they have laptops?

4 Does this coffee shop have a bathroom?

5 Do you have a cell phone?

6 Does the teacher have my book?



29.11 SAY THE ANSWERS OUT LOUD, FILLING IN THE GAPS

Has Milo got a washing machine?

No, he hasn't.



1 Has she got a toaster?

Yes, _____.



2 Has the house got a dining room?

Yes, _____.



3 Have they got a new refrigerator?

No, _____.



4 Has it got a large kitchen?

No, _____.



29 CHECKLIST

"Have" questions

Aa House and furniture

Asking about household objects

30 Vocabulary

30.1 FOOD AND DRINK



food



drinks



breakfast



lunch



dinner



meat



fish



seafood



fruit



vegetables



bread



pasta



rice



noodles



potatoes



milk



cheese



butter



yogurt



eggs



sugar



cookie (US)
biscuit (UK)



chocolate



cake



cereal



orange



apple



banana



strawberry



mango



sandwich



burger



fries (US)
chips (UK)



spaghetti



salad



coffee



tea



juice



water



lemonade



31 Counting

In English, nouns can be countable or uncountable. Countable nouns can be individually counted. Objects that can't be separated and counted are uncountable.

-  **New language** Uncountable nouns
- Aa Vocabulary** Food containers
-  **New skill** Talking about food

31.1 KEY LANGUAGE COUNTABLE AND UNCOUNTABLE NOUNS

Use "a," "an," or a number to talk about countable nouns. "Some" can be used for both countable and uncountable nouns.

COUNTABLE NOUNS

There is **an** egg. 

There are **four** eggs. 

There are **some** eggs. 

Use "some" when there are more countable things than you can easily count.

UNCOUNTABLE NOUNS

Uncountable nouns are always paired with verbs in the singular.

There is **some** rice. 

Always use "some" with uncountable nouns, not "a," "an," or a number.



31.2 FURTHER EXAMPLES COUNTABLE AND UNCOUNTABLE NOUNS

 **a** sandwich

 **an** apple

 **some** milk

 **some** water

 **four** bananas

 **two** burgers

 **some** spaghetti

 **some** sugar



31.3 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

Michael has ~~two~~ / **some** milk.



1 Jake has **an** / **some** apple. 

2 There is **a** / **some** coffee.



3 Reena eats **a** / **some** spaghetti.



4 There are ~~two~~ / **some** eggs.



5 I've got **a** / **some** bananas.



31.4 KEY LANGUAGE NEGATIVES AND QUESTIONS

For both countable and uncountable nouns, use "any" in negative sentences and questions.

COUNTABLE NOUNS

There are **some** eggs.

Use "are" for positive countable statements.

There aren't **any** eggs.

Use "aren't" for negative countable statements.

Are there **any** eggs?

Use "are there" for countable questions.

UNCOUNTABLE NOUNS

There is **some** rice.

Use "is" for positive uncountable statements.

There isn't **any** rice.

Use "isn't" for negative uncountable statements.

Is there **any** rice?

Use "is there" for uncountable questions.



31.5 FILL IN THE GAPS WITH STATEMENTS AND QUESTIONS

Are there any bananas?

There are some bananas.

There aren't any bananas.

1 Is there any milk?

2 There is some chocolate.

3 There aren't any apples.



31.6 ANSWER THE QUESTIONS BY FILLING IN THE GAPS, SPEAKING OUT LOUD

Is there any cheese?

No, *there isn't.*

2 Are there any burgers?

No, _____.

1 Is there any milk?

Yes, _____.

3 Is there any spaghetti?

No, _____.



31.7 VOCABULARY FOOD CONTAINERS



box



bottle



bag



bar



tube



glass



carton



jar



31.8 KEY LANGUAGE MAKING UNCOUNTABLE THINGS COUNTABLE

Uncountable nouns can be made countable if they are placed in containers.



some sugar



a bag of sugar



some water



three bottles of water



some cereal



a bowl of cereal



31.9 FILL IN THE GAPS TO COMPLETE THE SENTENCES

There is a jar of coffee.



3 There is _____ juice.



1 There is _____ flour.



4 There are _____ spaghetti.



2 There is _____ coffee.



5 There are _____ milk.



31.10 KEY LANGUAGE QUESTIONS ABOUT QUANTITIES

You use "many" to ask questions about quantities of countable nouns, and "much" to ask questions about quantities of uncountable nouns.

How **many** eggs are there?

Use "many" for countable questions.

How **much** rice is there?

Use "much" for uncountable questions.



31.11 FURTHER EXAMPLES QUESTIONS ABOUT QUANTITIES

How **many** cupcakes are there?

How **much** pasta is there?

How **many** apples are there?

How **much** chocolate is there?



31.12 FILL IN THE GAPS USING "HOW MUCH" AND "HOW MANY"

How much pizza is there?

- _____ glasses of juice are there?
- _____ water is there?
- _____ potatoes are there?
- _____ bars of chocolate are there?
- _____ pasta is there?
- _____ cartons of juice are there?
- _____ milk is there?



31.13 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS



Listen as Mila and Jon plan a shopping trip.

How many pizzas are there?

one two three

- How much flour do they need?
two bags one bag three bags
- How many cartons of juice are there?
one three five
- How much coffee is there?
none some
- They need some...
sausages cheese burgers.

31 CHECKLIST

Uncountable nouns

Aa Food containers

Talking about food

32 Measuring

Use "enough" when you have the correct number or amount of something. Use "too many" or "too much" if you have more than enough.

 **New language** Measurements

Aa Vocabulary Ingredients and quantities

 **New skill** Talking about amounts

32.1 KEY LANGUAGE "ENOUGH / TOO MANY"

Use "enough," "not enough," and "too many" to talk about quantities of countable nouns.



Eggs are countable.

We need four eggs.
Do we have **enough**?

Use "enough" for questions.



We have two eggs. That's **not enough**.

You need four eggs. Two is not enough.



We have four eggs. That's **enough**.

Four eggs is the correct amount: enough.



We have five eggs. That's **too many**.

Five eggs is more than enough: too many.



32.2 FURTHER EXAMPLES "ENOUGH / TOO MANY"

There are **enough** eggs.

There **aren't enough** eggs.

There are **too many** eggs.

You have **enough** eggs.

You **don't have enough** eggs.

You have **too many** eggs.



32.3 READ THE RECIPE AND CROSS OUT THE INCORRECT WORDS IN EACH SENTENCE

There ~~aren't enough~~ / are too many mangoes.

- 1 There ~~aren't enough~~ / are enough oranges.
- 2 You have enough / too many pineapples.
- 3 There ~~aren't enough~~ / are too many apples.
- 4 You don't have enough / too many bananas.



32.4 KEY LANGUAGE "ENOUGH / TOO MUCH"

Use "enough," "not enough," and "too much" to talk about quantities of uncountable nouns.

We need eight ounces of flour. Do we have enough?



not enough flour

You need eight ounces of flour. Four is not enough.



enough flour

Eight ounces is the correct amount: enough.



too much flour

Twelve ounces is more than enough: too much.



32.5 FURTHER EXAMPLES "ENOUGH / TOO MUCH"

There is **enough** flour.

There **isn't enough** flour.

There is **too much** flour.

They have **enough** flour.

They **don't have enough** flour.

They have **too much** flour.



32.6 LISTEN AND MATCH THE PICTURES TO THE AMOUNTS

Sheila and Vikram are preparing to bake a cake.



Too much.



Not enough.



Too much.



Enough.



Too many.



32.7 CROSS OUT THE INCORRECT WORDS IN EACH SENTENCE

They have **too many** / ~~too much~~ apples.

- 1 There is **too much** / **too many** sugar.
- 2 They **don't have** / **aren't** enough butter.
- 3 She has **too much** / **too many** mangoes.
- 4 John has too many **egg** / **eggs**.
- 5 There **isn't** / **aren't** enough oranges.
- 6 That is **too many** / **too much** flour.
- 7 There **are** / **is** too much sugar in the cake.



32 CHECKLIST

Measurements

Aa Ingredients and quantities

Talking about amounts

33 Vocabulary

33.1 CLOTHES AND ACCESSORIES



t-shirt



blouse



shirt



dress



skirt



pants (US)
trousers (UK)



jeans



jacket



coat



raincoat



socks



boots



shoes



sandals



sneakers (US)
trainers (UK)



scarf



hat



gloves



belt



purse (US)
handbag (UK)



33.2 CLOTHING SIZES



extra small



small



medium



large



extra large



33.3 DESCRIBING CLOTHES



smart



casual



suit



uniform



short sleeves



long sleeves



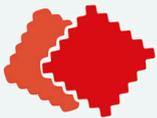
cheap



expensive



33.4 COLORS (US) / COLOURS (UK)



red



orange



yellow



green



blue



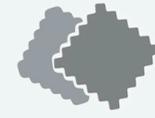
purple



pink



white



gray (US)
grey (UK)



black



34 At the shops

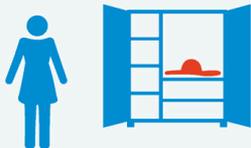
You can use many different verbs to talk about what happens when you are shopping. Use "too" and "enough" to describe how well clothes fit you.

 **New language** Using "too" and "fit"

Aa Vocabulary Shopping and clothes

 **New skill** Describing clothes

34.1 VOCABULARY SHOPPING VERBS



Ana **owns** a red hat.

.....



Choose a new shirt!

.....



Luc **sells** old clothes.

.....



They **want** new shoes.

.....



The hat **fits** Jane.

.....



Let's **buy** some hats!

.....



34.2 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

Tsuru **want** / **wants** a green jumper.

① Hannah **choose** / **chooses** a yellow skirt.

② Elliot and Ruby **buy** / **buys** a new couch.

③ Sue **own** / **owns** an old winter coat.

④ Jess's dad **buy** / **buys** her a new bike.

⑤ Chris and Lisa **own** / **owns** a black sports car.

⑥ Gayle and Mike **sell** / **sells** shoes at the market.

⑦ Mia **choose** / **chooses** her red shoes.

⑧ The shoes **fit** / **fits** me.

⑨ We **want** / **wants** new white shirts.





34.3 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

She a green long dress buys

She buys a long green dress.

1 They expensive sweaters. blue choose

2 some brown old hats. has Judith

3 sells This shop short red pants.

4 owns Tina black cheap shoes.

5 Jim buys black new a coat



Aa

34.4 READ THE MESSAGES AND CIRCLE 12 ADJECTIVES



Selma Wood

Hi Jack. I'm in the new store in town. They have some cheap sneakers here. Do you still want some white sneakers? Come and meet me!

Jack Wood

Selma, there's a long black skirt in Benedict's. Mom's black skirt is old. Do you want to buy her a new one for her birthday? It's expensive but we can pay for it together.

Helena Wood

WOW. Cheap red sweaters in Cindy's on Park Street. They have long ones in your size, Selma. Come now!



34.5 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS



Five groups of friends are talking about the things they want to buy.

What type of dress does Marie buy?

short
long

1 Which hat do the friends choose for Shala?

a red hat
a blue hat

2 What does Ben want?

black shoes
a new t-shirt

3 What does Gemma want?

a cheap shirt
a cheap skirt

4 Which coat does Joe buy?

a blue coat
a black coat

34.6 KEY LANGUAGE ANSWERING "DOES IT FIT?"

In English, you use "enough" and "too" with adjectives to describe how well a piece of clothing fits you.

The noun comes first when asking if something is the correct size.

Does the sweater fit?



No, it is **not big enough**.

Is the sweater too small?



No, it is **big enough**.

Does the sweater fit?



No, it is **too big**.



Aa

34.7 MATCH THE PHRASES THAT MEAN THE SAME

not big enough

too old

1 not expensive enough

too small

2 not cheap enough

too cheap

3 not short enough

too short

4 not long enough

too expensive

5 not new enough

too long

6 not old enough

too big

7 not small enough

too new



34.8 FILL IN THE GAPS USING THE PHRASES IN THE PANEL



Lucy's blue coat is too big.

1



Jim's pants are _____.

2



Sam's dress is _____.

3



Molly's sweater is _____.

4



Helen's red hat is _____.

5



Lili's shoes are _____.

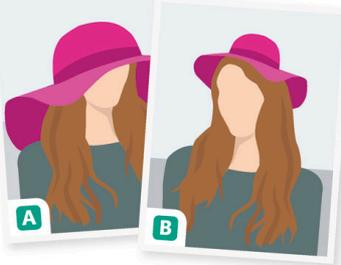
~~too big~~ too long too short
too small too big too big





34.9 LISTEN TO THE AUDIO AND MARK WHICH PIECE OF CLOTHING EACH PERSON DESCRIBES

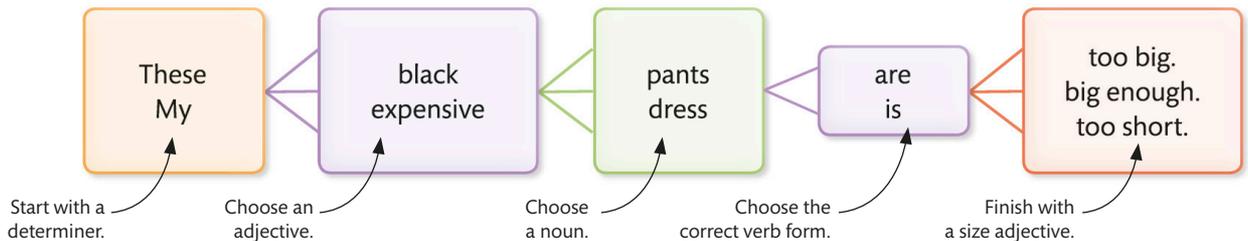
1  2 

3  4  5 



34.10 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD

These black pants are too big.



34 CHECKLIST

Using "too" and "fit"

Aa Shopping and clothes

Describing clothes

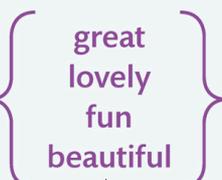
35 Describing things

You can use adjectives to give your opinion about things as well as to give factual information. You can use more than one adjective before a noun.

-  **New language** Opinion adjectives
- Aa Vocabulary** Shopping and materials
-  **New skill** Giving opinions

35.1 KEY LANGUAGE OPINION ADJECTIVES

Some adjectives give opinions, not facts.

This is a  hat.  It is a / an  hat.

These are positive adjectives. These are negative adjectives.



35.2 KEY LANGUAGE ADJECTIVE ORDER

Adjectives usually follow a set order in English. Opinion adjectives come before fact adjectives.

This is a   

Opinion adjectives come first. Fact adjectives come last.

35.3 FURTHER EXAMPLES ADJECTIVE ORDER



It is a **lovely big** house.



Natalie has a **beautiful old** cat.



We have a **horrible old** car.



They are **ugly purple** shoes.



This is a **great new** book.



He is a **brilliant young** actor.



Aa

35.4 CROSS OUT THE INCORRECT ADJECTIVE IN EACH SENTENCE

It is a **good** / ~~bad~~ young dog.1 This is a **lovely** / **horrible** old t-shirt.2 This is a **boring** / **great** movie.3 I have a **lovely** / **horrible** long dress.4 This is a **beautiful** / **ugly** bird.5 This is a **fun** / **boring** party.

35.5 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

It is **bag.** **beautiful** **red** **a***It is a beautiful red bag.*1 **a** **horrible** **That is** **blue car.**2 **This is** **fun** **story.** **short** **a**3 **have a** **I** **black** **cat.** **lovely**4 **ugly** **He has** **red** **an** **house.**5 **They own** **a great** **laptop.** **new**

35.6 LISTEN TO THE AUDIO AND MARK THE CORRECT ANSWERS

What does Rachel have?



1 Which book is good?



2 What class is boring?



3 What does Ben have?



4 Which piece of clothing is fun?



35.7 VOCABULARY MATERIALS

Some words can be used both as nouns to name materials, and as adjectives to say what things are made of. Two of the nouns below change when they become adjectives: "wood" to "wooden", and "wool" to "woolen".



plastic



wood



glass



paper



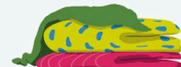
wool



leather



metal



fabric



Aa

35.8 MATCH THE PICTURES TO THE CORRECT DESCRIPTIONS



Oh, no, the blue glass vase!

That's an expensive leather couch.

This is a beautiful wooden table.

What an interesting metal box!

We have two plastic chairs.



35.9 SAY THE SENTENCES OUT LOUD, CORRECTING THE WORD ORDER

We have lovely two purple couches.

We have two lovely purple couches.

1 She owns some wooden beautiful chairs.

2 We own don't those plastic plates horrible.

3 They have yellow an ugly car.

4 He wears a blue boring sweater.

5 She wants a metal lamp new.

6 He owns a fabric large bag.

7 Norah new a leather wants jacket.



35 CHECKLIST

Opinion adjectives

Aa Shopping and materials

Giving opinions

REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 28–35

NEW LANGUAGE	SAMPLE SENTENCE	<input checked="" type="checkbox"/>	UNIT
USING "HAVE"	I have a garage. She has a yard. I do not have a bathtub.	<input type="checkbox"/>	28.1, 28.6
ASKING "HAVE" QUESTIONS	Do you have a TV?	<input type="checkbox"/>	29.1
COUNTABLE AND UNCOUNTABLE NOUNS	There are four eggs. There is some rice. Are there any eggs? Is there any rice?	<input type="checkbox"/>	31.1, 31.4
USING "ENOUGH" AND "MANY"	We have enough eggs. We have too many eggs.	<input type="checkbox"/>	32.1
SHOPPING VERBS	Ana owns a red hat. Luc sells old clothes. They want new shoes. The hat fits Jane.	<input type="checkbox"/>	34.1
ADJECTIVE ORDER	This is a lovely green hat.	<input type="checkbox"/>	35.1

36 Vocabulary

36.1 SPORTS



swimming



sailing



skateboarding



running



skiing



snowboarding



roller-skating



surfing



tennis



golf



badminton



baseball



basketball



soccer (US)
football (UK)



football (US)
American
football (UK)



rugby



volleyball



cycling



ice hockey



horse riding



36.2 EQUIPMENT



baseball bat



tennis racket



golf club



ball



skateboard



skis



surfboard



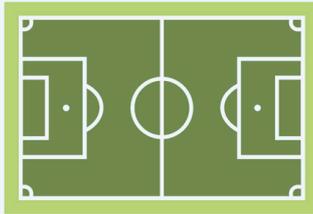
snowboard



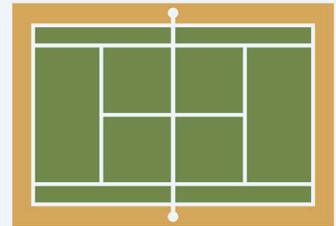
36.3 VENUES



stadium



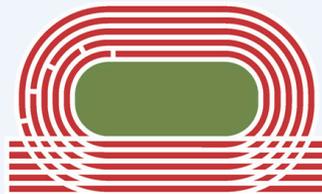
field (US)
pitch (UK)



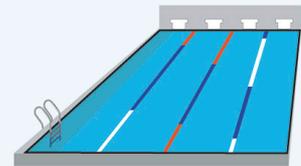
tennis court



golf course



running track



swimming pool



37 Talking about sports

To describe taking part in some sports, you use the verb "go" plus the gerund. For other sports, you use "play" plus the noun.

 **New language** "Go" and "play"

Aa Vocabulary Sports

 **New skill** Talking about sports

37.1 KEY LANGUAGE "GO" WITH A GERUND

You can make some verbs into nouns by adding "-ing" to their base forms. These are called gerunds.

"Go" changes with the subject.

She **goes surfing** on the weekend.

Add "-ing" to the base form of the verb.



37.2 FURTHER EXAMPLES "GO" WITH A GERUND



I **go swimming** once a week.



We don't **go fishing** at the lake.



He **goes skateboarding** twice a month.



He doesn't **go cycling** with his brothers.



Do they **go dancing** on Saturday nights?



Does she **go sailing** in the summer?



37.3 FILL IN THE GAPS TO COMPLETE THE SENTENCES

Tamara goes swimming in the sea.

4 He _____ fishing on the river.

1 We don't _____ surfing in the winter.

5 Sharon _____ dancing with her friend.

2 Do you _____ sailing on the weekend?

6 Do they _____ running every morning?

3 Tippo _____ cycling five times a week.

7 He doesn't _____ horse riding.





37.4 LISTEN TO THE AUDIO AND MATCH THE DAYS TO SAM'S SPORTS



Monday

Tuesday

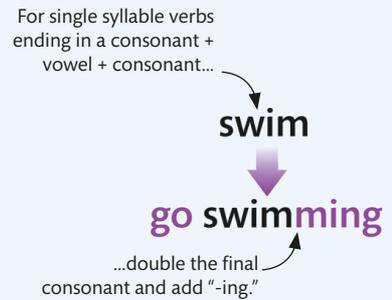
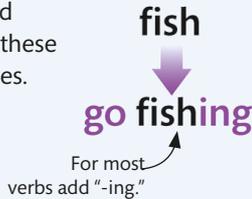
Wednesday

Thursday

Friday

37.5 KEY LANGUAGE SPELLING GERUNDS

All gerunds end in "-ing" and are formed following these simple rules.



Aa

37.6 FIND NINE HIDDEN WORDS AND WRITE THEM IN THE CORRECT GROUP

G L G P A O Q **S A I L I N G** G N M Y L F I C
 M F S K A T I N G O F I F N B Z F O Y W M Y
 S K A T E B O A R D I N G A S E B L A R S C
 C J V X N Y A S N O W B O A R D I N G F L L
 A L M H J H I B I S H O R S E R I D I N G I
 W V S Q T X G Z X G N S R U N N I N G O B N
 Q R B U K C S W I M M I N G K G U D Q S S G
 S H O P P I N G X B A C Z W O V M D F P I Y

REGULAR GERUNDS:

- 1 sailing
- 2 _____
- 3 _____

GERUNDS WITH DOUBLE CONSONANTS:

- 1 _____
- 2 _____
- 3 _____

GERUNDS WITH DROPPED "E":

- 1 _____
- 2 _____
- 3 _____



37.7 KEY LANGUAGE "PLAY" WITH A NOUN

For some sports, especially ball games and competitions, you use "play" with the noun.



"Play" changes, depending on the subject.

The noun is placed after the verb.

They **play tennis** on Sundays.



37.8 FURTHER EXAMPLES "PLAY" WITH A NOUN



I don't **play tennis** in winter.



Sala **plays golf** on Tuesday mornings.



He **plays baseball** for the town.



Do Ben and Si **play chess** together?



Does Dani **play hockey** on Mondays?



We don't **play badminton** any more.



37.9 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

I ~~plays~~ / **play** football in the park.

- 1 Shala **don't** / **doesn't play** tennis.
- 2 Mina **plays** / **play** golf at the club.
- 3 We **plays** / **play** squash on Mondays.
- 4 The dog **plays** / **play** with its ball.
- 5 Maria **don't** / **doesn't play** tennis.
- 6 The kids **don't** / **doesn't play** games at school.
- 7 They **play** / **plays** soccer at the park.



37.10 REWRITE THE SENTENCES, CORRECTING THE ERRORS

He **don't play** hockey in the summer.

He doesn't play hockey in the summer.

- 1 We **plays** tennis every Tuesday night.

- 2 They **doesn't play** golf during the week.

- 3 You **doesn't play** volleyball at the beach.

- 4 Do they **plays** together every Saturday?





37.11 READ THE ARTICLE AND ANSWER THE QUESTIONS

Who plays squash on Mondays and Fridays?

James Sara Chas Cassie

1 Who plays golf?

James Sara Chas Cassie

2 Who goes running in the park?

James Sara Chas Cassie

3 Who goes swimming on Thursdays?

James Sara Chas Cassie

4 Who plays badminton?

James Sara Chas Cassie

YOUR SPORTS

Littleton's Sports Scene

Some local residents tell us about their sports routines

I go to Belgrade Sports. It's a great place to exercise. I play squash on Mondays and Fridays.
JAMES

I love Highfields Sports. I go swimming five days a week, from Monday to Friday. I play golf on Saturdays and I play tennis on Sundays. I really like it there!
SARA

Lots of my friends go to the park and some of them play football there. I go running there. It's great.
CHAS

I like badminton and skating. I can do both at Littleton Sports. I go swimming there on Tuesdays and Fridays because there's a nice pool, and I play football on Wednesdays.
CASSIE



37.12 SAY THE SENTENCES OUT LOUD, USING "GO" OR "PLAY" AND THE CORRECT FORMS OF THE VERBS IN BRACKETS

I go dancing (dance) with my friends on Mondays.



3 Imelda _____ (horse ride) once a month.



1 Milo and I _____ (cycle) in the park on Saturdays.



4 Luther _____ (fish) during his vacation time.



2 The team _____ (football) from 6pm to 7pm on Wednesdays.



5 Hannah _____ (tennis) with her cousin on Monday evenings.



37 CHECKLIST

"Go" and "play"

Aa Sports

Talking about sports

38 Vocabulary

38.1 HOBBIES AND PASTIMES



do puzzles



play cards



play chess



play board games



play computer games /
play video games



read



draw



write



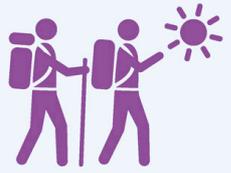
paint



take photos



play a musical
instrument



walk / hike



cook



bake



sew



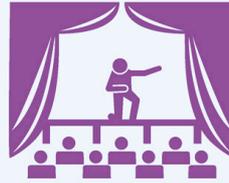
knit



watch television



watch a movie (US)
watch a film (UK)



see a play



play sport /
do exercise



go to the gym



do yoga



listen to music



go camping



go bird watching



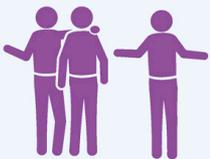
go out for a meal



do the gardening



visit a museum /
art gallery



meet friends



go on vacation (US)
go on holiday (UK)



go sightseeing



go shopping



39 Free time

Adverbs of frequency show how often you do something, from something you do very frequently ("always") to something you don't do at all ("never").

 **New language** Adverbs of frequency

Aa Vocabulary Pastimes

 **New skill** Talking about your free time

39.1 VOCABULARY ADVERBS OF FREQUENCY

Use adverbs of frequency to say how often you do something. You normally put the adverb between the subject and the verb.



39.2 KEY LANGUAGE ADVERBS OF FREQUENCY

Time phrases often go at the ends of sentences using adverbs of frequency.



39.3 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

in the plays morning. tennis He always

He always plays tennis in the morning.

2 usually cycle work. Sally and Ken to

3 sister My often works outside.

1 go never to the mall. We





39.4 LISTEN TO THE AUDIO AND MATCH THE PASTIME TO ITS FREQUENCY

Ben is taking part in a survey about how he spends his free time. Listen to his answers.



1



2



3



4



5



always

sometimes

usually

often

usually

never



39.5 LOOK AT THE TABLE AND SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

	ALWAYS	USUALLY	OFTEN	SOMETIMES	NEVER
SIMON					
NICO					
MEG					
ALMA					
CARRIE					

Simon always plays tennis on Fridays.

He sometimes goes skiing in the winter.

1

Nico _____ swims after work.

He _____ watches TV on the weekend.

2

Meg _____ goes surfing in Hawaii.

She _____ dances all night.

3

Alma _____ reads on vacation.

She _____ plays golf on Sundays.

4

Carrie _____ goes to bed late and

she _____ eats breakfast.

39.6 HOW TO FORM QUESTIONS ABOUT FREE TIME

Use different phrases to ask about the frequency with which someone does an activity and the specific time that they do something.

Use "how often" to ask about frequency.

How often do you go on vacation?



I usually go on vacation once a year.

Use "when" to ask about the day or time.

When do you go running?



I go on Thursday nights.



39.7 FURTHER EXAMPLES QUESTIONS ABOUT FREE TIME

How often do you go to the beach?



Not very often.

When do you go to the gym?



On Tuesdays and Fridays.



39.8 MARK THE CORRECT QUESTION FOR EACH ANSWER

How often does Jack go running?

When does Jack go running?



About twice a week.

How often do they go to work?

When do they go to work?



Five times a week.

How often do you get up?

When do you get up?



At 7:30am.

How often do you go on vacation?

When do you go on vacation?



About twice a year.

How often do they go shopping?

When do they go shopping?



At 7pm.

How often do you visit Mischa?

When do you visit Mischa?



Once a month.





39.9 WRITE A QUESTION BASED ON EACH STATEMENT USING "HOW OFTEN" OR "WHEN"

She goes dancing twice a week.

How often does she go dancing?

1 They visit their grandparents on Saturdays.

2 We go skating during the winter.

3 He usually plays hockey three times a month.

4 You go shopping on Fridays.

5 They see their parents every weekend.

6 He never walks the dog.

7 We sometimes go skating on the lake.



39.10 SAY QUESTIONS OUT LOUD BASED ON THE STATEMENTS

How often do you listen to music?

I listen to music every night.



1

I do yoga on Monday nights.



2

I sometimes go to the movies.



3

I go skateboarding three times a month.



4

I arrive at work at 8am.



5

I usually go surfing once a week.



39 CHECKLIST

Adverbs of frequency

Aa Pastimes

Talking about your free time

40 Likes and dislikes

Verbs such as "love," "like," and "hate" express your feelings about things. You can use these verbs with nouns or gerunds.

- New language** "Love," "like," and "hate"
- Vocabulary** Food, sports, and pastimes
- New skill** Talking about what you like

40.1 KEY LANGUAGE LIKES AND DISLIKES WITH NOUNS

You can use these verbs to talk about nouns.

She likes tennis.



Max doesn't like pizza.



I love chocolate.



They hate coffee.



This means you really like it.

Use "do not" or "don't" and "does not" or "doesn't" to make negative statements.

This is stronger than "don't like."

TIP

"Don't like" means "dislike," but people use "don't like" more often in spoken English.

40.2 FURTHER EXAMPLES LIKES AND DISLIKES WITH NOUNS

I love fries.



You don't like baseball.



The cat doesn't like its food.



Oliver hates board games.



40.3 MATCH THE PICTURES TO THE CORRECT SENTENCES



Shania hates mice.

Sam doesn't like TV.

Ava and Elsa love the mountains.

Cats don't like the rain.

Manuel likes his book.



40.4 WRITE THE NEGATIVE OF EACH SENTENCE USING "DOESN'T" OR "DON'T"

Jack likes London.

Jack doesn't like London.

- 1 Imelda hates pasta. _____
- 2 My dog loves steak. _____
- 3 Our grandfather likes coffee. _____
- 4 I love the sea. _____
- 5 Sam and Jen hate hockey. _____
- 6 You like the countryside. _____
- 7 We like our new cell phones. _____



40.5 LISTEN TO THE AUDIO AND MARK THE CORRECT ANSWERS



Anna talks on Radio Chat about what she likes and dislikes.

Anna likes Matt's...

hat glasses.

1 She doesn't like...

hockey golf.

2 Anna likes...

some actors all actors.

3 She loves...

pizza pasta.

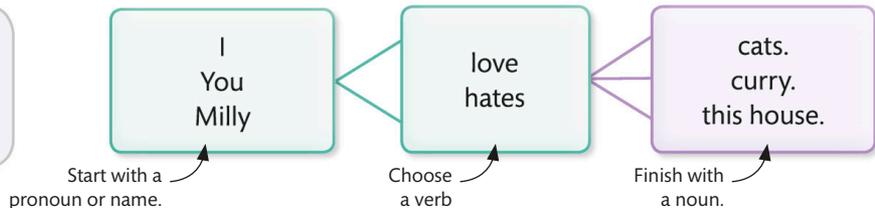
4 She doesn't like...

spiders snakes.



40.6 USE THE CHART TO CREATE NINE CORRECT SENTENCES AND SAY THEM OUT LOUD

I love cats.



40.7 KEY LANGUAGE LIKES AND DISLIKES WITH GERUNDS

You can use verbs such as “like” and “hate” with gerunds to talk about activities.

They like playing chess.



Ed doesn't like cycling.



I love swimming.



She hates shopping.



40.8 FURTHER EXAMPLES LIKES AND DISLIKES WITH GERUNDS

Vi and Lu love playing golf.



I don't like working late.



Elliot loves watching birds.



You like drinking coffee.



40.9 LISTEN TO THE AUDIO AND MATCH THE LIKES AND DISLIKES WITH THE CORRECT ACTIVITIES

Jill loves...

A



1

Samuel hates...



2

Josh loves...

B



3

Davina doesn't like...

C



4

Daniella likes...

D





CLUBS AND SOCIETIES

An Oldton student tells us about some local clubs

I am Mark Watson and I'm at Oldton University. This is the first week of classes and students are trying lots of activities. This is what I think of them...

Chocolate Club: Do you like chocolate? Well, the people in this club love it! I don't like chocolate, so this club is not for me. They make chocolate cakes and chocolate drinks.

Dancing Club: My girlfriend loves this club. She goes twice a week. It is great exercise, but I hate it because I am very clumsy.

Computer Gaming Club: I love

playing computer games at home. I really like playing with other people, too, so I like this club. There are lots of players there every week.

Chess Club: I love playing chess. I go to this club because it's a lot of fun. The players are very good, so I don't win very often. It makes me a better player.

Skateboarding Club: This is a fantastic club where you can learn from great skateboarders. This club meets three times a week and it's a great place to make new friends. I love it!



Mark loves chocolate.

True False

1 People make cakes at Chocolate Club.

True False

2 Mark's girlfriend hates dancing.

True False

3 Mark likes dancing.

True False

4 He loves computer games.

True False

5 He doesn't like the chess club.

True False

6 The players are very good.

True False

7 Skateboarding Club is horrible.

True False

8 Skateboarding Club meets three times a week.

True False

9 Mark loves three of the clubs.

True False

40.11 VOCABULARY REASONS FOR LIKES AND DISLIKES

You can use these adjectives to talk about why you like something.



exciting



interesting



tiring



fun



delicious



disgusting



boring

40.12 KEY LANGUAGE "DO" QUESTIONS ABOUT LIKES AND DISLIKES

Use "do" or "does" to ask if someone likes something.

Use "do" to ask a question.

Do you like chocolate?



Yes, I do. It's delicious.

You can use "it" to avoid repeating the subject.

Do you like fishing?



No, I don't. It's boring.



40.13 KEY LANGUAGE "WHY" QUESTIONS ABOUT LIKES AND DISLIKES

You can use "why" to find out the reasons why someone likes or dislikes something.

Use "why" to ask the reason.

Why do you like basketball?



I love it because it's exciting.

You can use "because" to link the two parts of your answer.

Why don't you like skating?



I hate it because it's tiring.





40.14 WRITE QUESTIONS BASED ON THE STATEMENTS

They hate football because it's boring.

Why do they hate football?

1 Una loves skiing because it's exciting.

2 They like this book because it's interesting.

3 Debbie doesn't like her job because it's boring.

4 We don't like cooking.

5 She loves surfing.

6 I hate working late.

7 Aziz loves Ontario.



40.15 ANSWER THE QUESTIONS OUT LOUD, USING THE WORDS IN THE PANEL

Why do they like pasta?

They like pasta because it's delicious.

1 Why do you like English class?

I like English class because _____.

2 Why do you love skating?

We love skating because _____.

3 Why does Luca hate cleaning?

He hates cleaning because _____.

it's exciting

~~it's delicious~~

it's boring

it's interesting



40 CHECKLIST

"Love," "like," and "hate"

Aa Food, sports, and pastimes

Talking about what you like

41 Vocabulary

41.1 MUSIC



classical music



hip-hop



jazz



country



opera



soul



rap



rock



pop



Latin



orchestra



band /group



play the trumpet



guitar player



concert



festival



sing a song



singer



headphones



album



dance



microphone



conductor



audience



41.2 MUSICAL INSTRUMENTS



guitar



electric guitar



piano



keyboard



violin



saxophone



harmonica



trumpet



drum



flute



42 Expressing preference

You use "like" and "love" to show how much you enjoy something. "Favorite" is used to identify the thing you love most in a group.

 **New language** Using "favorite"

Aa Vocabulary Food and music

 **New skill** Talking about your favorite things

42.1 KEY LANGUAGE USING "FAVORITE"

"Like" and "love" are verbs, so they need subjects and objects. "Favorite" is an adjective, so it is always paired with a noun or gerund.

I  like jazz and I  love soul, but my  favorite type of music is rock.

This shows you like this thing the most.

"Favorite" can be followed by a noun or the phrase "type of" and a noun.

Remember, this verb is stronger than "like."



42.2 FURTHER EXAMPLES USING "FAVORITE"



She **likes** salsa dancing.



Abdul **loves** sailing.



Her **favorite type of food** is Italian.



Basketball is his **favourite** sport.

The UK spelling is "favourite".

"Italian" is not a particular food, but a "type of" food.



42.3 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS

Martin's favorite type of music is...

soul jazz rock.

1 His favorite type of sport is...
baseball basketball squash.

2 His favorite food is...
fish chicken beef.

3 His favorite city is...
Rome Sydney New York.

4 His favorite job is being a...
gardener hairdresser waiter.

5 His favorite type of food is...
Mexican Italian French.

6 His favorite type of exercise is...
running cycling yoga.

7 Martin and his girlfriend's favorite pastime is...
gardening cooking dancing.

Aa

42.4 MARK THE PICTURE THAT MATCHES EACH STATEMENT

Jack's **favorite** music is jazz.



3 Aman's **favorite** sport is hockey.



1 Ava's **favorite** thing is her new dress.



4 Mo and Jamie's **favorite** food is chocolate.



2 Deborah's **favorite** pet is her dog.



5 Atif's **favorite** city is New York.



Aa

42.5 FILL IN THE GAPS USING THE WORDS IN THE PANEL

Dana's favorite type of music is opera.

1 Grace's favorite food is _____.

5 Ling's favorite pastime is _____.

2 Poppy's favorite sport is _____.

6 Abdul's favorite color is _____.

3 Dylan's favorite animal is his _____.

7 Mira's favorite number is _____.

4 Justin's favorite country is _____.

8 Jacob's favorite sweater is _____.

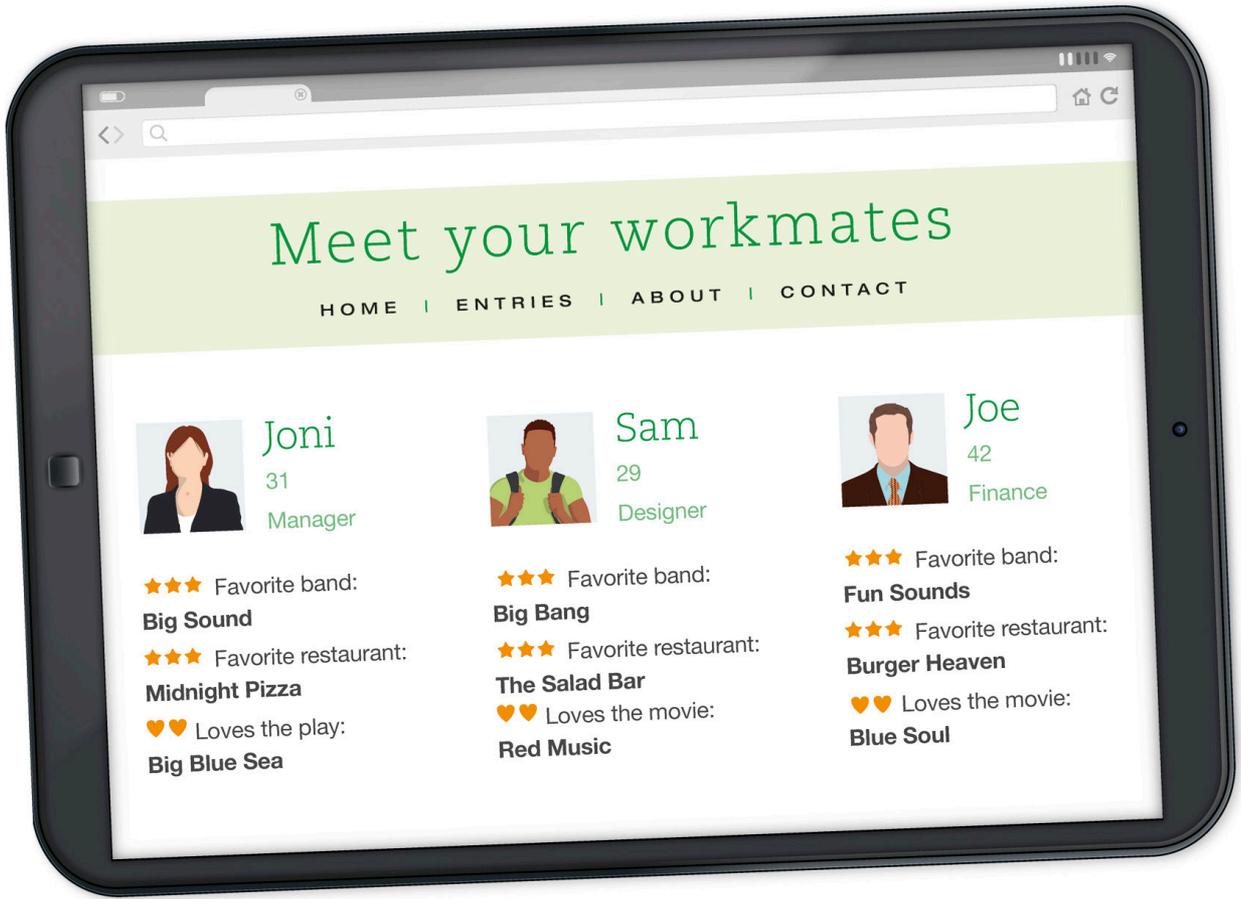
9 Tori's favorite relative is her _____.

surfing ~~opera~~ cousin horse pizza 10
 Australia knitting purple woolen





42.6 LOOK AT THESE ONLINE PROFILES, THEN FILL IN THE GAPS AND SAY THE SENTENCES OUT LOUD



Joni's favorite band is Big Sound.

1 Sam's _____ is Big Bang.

2 Joe's favorite band is _____.

3 Joni's _____ is Midnight Pizza.

4 Sam's favorite restaurant is _____.

5 Joe's _____ is Burger Heaven.

6 Joni _____ called Big Blue Sea.

7 Joe loves the movie called _____.



42.7 READ THE ARTICLE AND ANSWER THE QUESTIONS

What is the favorite time to exercise?

morning afternoon evening

1 What type of exercise is their favorite?

yoga running swimming

2 What is Stanton people's favorite type of food?

pizza burgers ice cream

3 What is their favorite sport?

golf football surfing

4 Their favorite night out is going to...

the movies the theater a restaurant.

STANTON REVIEW

Town favorites

What's your favorite time to exercise?

The morning, the afternoon, or the evening? In Stanton, people say it's the morning because there are too many other things to do in the evening. The favorite exercise is yoga: 20 classes take place each week.

Stanton townspeople like food. They eat lots of it: 4,000,000 burgers, 2,000,000 pizzas, and 3,000,000 ice cream cones every year.

And how about sports? In Stanton, there are hundreds of golfers and football players, but the favorite sport is surfing.

People like going out in the evening. Many love movies and the theater, but that's not their favorite night out. It's dinner in a restaurant. Food again. That's not a surprise!



42 CHECKLIST

Using "favorite"

Aa Food and music

Talking about your favorite things

REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 37-42

NEW LANGUAGE	SAMPLE SENTENCE	<input checked="" type="checkbox"/>	UNIT
"GO" WITH GERUNDS, "PLAY" WITH NOUNS	I go swimming on Mondays and I play tennis with my brother on Fridays.	<input type="checkbox"/>	37.1, 37.7
ADVERBS OF FREQUENCY	I always watch TV at night, and I sometimes go the the movies.	<input type="checkbox"/>	39.1
QUESTIONS ABOUT FREE TIME	How often do you go on vacation? When does she go running?	<input type="checkbox"/>	39.6
LIKES AND DISLIKES	She likes tennis. Max doesn't like pizza. I love swimming. She hates shopping.	<input type="checkbox"/>	40.1, 40.7
QUESTIONS ABOUT LIKES AND DISLIKES	Do you like chocolate? Why do you like basketball?	<input type="checkbox"/>	40.12, 40.13
USING "FAVORITE"	My favorite type of music is rock.	<input type="checkbox"/>	42.1

43 Vocabulary

43.1 ABILITIES



jump



climb



fly



ride



drive



play



kick



throw



hit



catch



see



listen



whisper



talk



speak



shout



carry



make (a snowman)



do (homework)



think



act



remember



understand



spell



sit



stand up



walk



move



lift



work



add



subtract



44 What you can and can't do

Use "can" to talk about the things you are able to do, such as ride a bicycle or play the guitar. Use "cannot" or "can't" for things you are not able to do.

 **New language** "Can," "can't," and "cannot"

Aa Vocabulary Talents and abilities

 **New skill** Saying what you can and can't do

44.1 KEY LANGUAGE "CAN / CANNOT / CAN'T"

"Can" goes between the subject and the verb. The verb after "can" changes to its base form (the infinitive without "to").

I **can** ride a bicycle.

Base form of verb.



He **can** play the guitar.

"Can" is always the same. It doesn't change with the subject.



I { **cannot** / **can't** } sing jazz songs.

Short form of "cannot."



TIP

The long negative form "cannot" is always spelled as one word, not two words.



44.2 FURTHER EXAMPLES "CAN / CANNOT / CAN'T"



Janet **can** play tennis.



He **cannot** climb the tree.



Bob **can** swim well.



They **can't** lift the box.



44.3 HOW TO FORM "CAN / CANNOT / CAN'T"

SUBJECT	"CAN / CANNOT / CAN'T"	BASE FORM	OBJECT
She	can cannot can't	ride	a bicycle.



44.4 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

carry chair. can Sylvia the

Sylvia can carry the chair.

3 tonight. in the They tent can sleep

1 ride Paul a bicycle. cannot

4 the hill. cannot up I walk

2 come cannot Manuel party. to the

5 can carry I this car. to the box



44.5 CROSS OUT THE INCORRECT WORD IN EACH SENTENCE

My son is sick. He ~~can~~ / can't go to school today.

4 I have the car today, so I can / can't drive you.

1 Jo's pen doesn't work. She can / can't write her letter.

5 It's cold outside, so we can / can't have a picnic.

2 I understand the homework, so I can / can't do it.

6 Tony needs to work late, so he can / can't come.

3 The museum is closed. We can / can't get in.

7 We can / can't play tennis. It's too dark.



44.6 FILL IN THE GAPS TO WRITE EACH SENTENCE THREE DIFFERENT WAYS

I can read Russian.

I cannot read Russian.

I can't read Russian.

1 _____ Shirley cannot drive a car. _____

2 Ben and Julie can carry boxes. _____

3 _____ Ilaria can't spell English words. _____

4 _____ He cannot go to work. _____

44.7 KEY LANGUAGE QUESTIONS AND SHORT ANSWERS

To make a question using "can," put "can" before the subject. When you answer "can" questions, you don't need to repeat all the words from the question.



Can you ride a bicycle?

Yes, I can.

No, I can't.



44.8 FURTHER EXAMPLES QUESTIONS AND SHORT ANSWERS

Can she speak Japanese?

Yes, she can.

Can they swim?

No, they can't.

Can we climb that mountain?

No, we can't.

Can you move that chair?

Yes, I can.



44.9 SAY THE SENTENCES OUT LOUD, FILLING IN THE GAPS

Can you lift that heavy box?

Yes, I can.



1 Can he play the piano?

No, _____



2 Can they catch that big fish?

Yes, _____



3 Can you hit that ball over there?

No, _____



4 Can you spell "excited?"

Yes, _____



5 Can we lift this big table?

No, _____



6 Can she fly a kite in this weather?

Yes, _____



7 Can they cycle into town?

No, _____





44.10 WRITE QUESTIONS TO MATCH THE STATEMENTS

Paul and Mary can speak Chinese.

Can Paul and Mary speak Chinese?

1 The dog can jump over the wall.

2 Denise can touch her toes.

3 I can lift my son onto my shoulders.

4 Grandma can see the TV.

5 I can hit the tennis ball over the net.



44.11 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS



Sheila and Mark talk about the things they can and can't cook.

Sheila can make a salad.

True False

1 Sheila doesn't eat meat.

True False

2 Mark can't cook a roast chicken.

True False

3 Sheila and Mark can both cook vegetables.

True False

4 Sheila can make an apple pie.

True False



44.12 FILL IN THE GAPS WITH "CAN" OR "CANNOT"



Janet is a chef. She can cook very well.

1 Paul and Jerry don't like the ocean because they _____ swim.

2 I ride my bike to work because I _____ drive.

3 Jim cannot climb over the wall, but he _____ walk around it.

4 My mother _____ lift that bag because it's too heavy.

5 My sister Penny loves music and _____ dance to any song.



44 CHECKLIST

"Can," "can't," and "cannot"

Aa Talents and abilities

Saying what you can and can't do

45 Describing actions

Words such as “quietly” and “loudly” are called adverbs. They give more information about verbs, so you can use them to describe how you do something.

 **New language** Regular and irregular adverbs

Aa Vocabulary Hobbies and activities

 **New skill** Describing activities

45.1 KEY LANGUAGE USING ADVERBS

Adverbs often come after the verb they describe.

“Quietly” describes how I speak.

I speak **quietly**.

He speaks **loudly**.

“Loudly” describes how he speaks.



45.2 FURTHER EXAMPLES USING ADVERBS



A tortoise moves **slowly**.



Horses can run **quickly**.



She sings **beautifully**.



I can play the piano **badly**.



45.3 FILL IN THE GAPS USING THE WORDS IN THE PANEL



Tommy plays the guitar badly.

3



The old man walks _____.

1



Mary can speak French _____.

4



He talks very _____.

2



Roger can run very _____.

5



She won the race _____.

excellently

~~badly~~

loudly

quickly

easily

slowly



45.4 KEY LANGUAGE REGULAR AND IRREGULAR ADVERBS

REGULAR ADVERBS

To make most adverbs, just add “-ly” to the adjective. If the adjective ends in “y,” leave out the “y” and add “-ily” to make the adverb.

bad
↓
badly

careful
↓
carefully

easy
↓
easily

Drop the “y” and add “-ily.”

IRREGULAR ADVERBS

Some adverbs are totally different to the adjective. Others are the same. These are called irregular adverbs.

good
↓
well

The adverb is totally different to the adjective.

hard
↓
hard

The adverb is the same as the adjective.

early
↓
early

Adjectives ending “-ly” don’t change to become adverbs.



Aa 45.5 FIND 8 ADVERBS AND WRITE THEM IN THE CORRECT COLUMN

E A S I L Y W L K Q G
B N O Y U T E O A U R
A J S L O X L S G I W
D F **L O U D L Y** T C E
L **F** H A B L W H F K M
Y A G A R U E A R L Y
C S F U S Y Q R V Y W
I T R S L K A D B M S

REGULAR

- 1 Loudly
- 2 _____
- 3 _____
- 4 _____

IRREGULAR

- 5 Fast
- 6 _____
- 7 _____
- 8 _____



45.6 REWRITE THE SENTENCES, CORRECTING THE ERRORS

My friend John walks very **quick**.
My friend John walks very quickly.

- 1 You speak English very **good**.

- 2 Damian cooks burgers **bad**.

- 3 I can get to your house **easy**.

- 4 Benjy always listens **careful**.

- 5 My brother always works **hardly**.

- 6 Sammy always plays his guitar **loud**.



45.7 ANOTHER WAY TO SAY I DO SOMETHING WELL

If you're "good at" doing something, you do it well. Use a gerund or nouns after the phrase to say what you're "good at."

She can run well.

She's good at running.

You can use the gerund after "good at."



45.8 HOW TO FORM "GOOD AT / BAD AT"

The negative form of "good at" is "bad at."



45.9 FURTHER EXAMPLES "GOOD AT / BAD AT"



Aziz is good at climbing trees.



I am bad at making cakes.



Kate is good at soccer.



Harris is bad at chess.



45.10 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

the guitar. good at playing Pablo is

Pablo is good at playing the guitar.

3 writing Mary is bad at German.

1 is at good My horse jumping.

4 good swimming. at are Jo and Bob

2 bad at early. getting up I am

5 cleaning. is Millie bad at





45.11 REWRITE EACH SENTENCE IN ITS OTHER FORM

She can play the piano well.

She's good at playing the piano.

1 Conchita can play basketball well.

2 You're good at driving a van.

3 Shania and Dave can surf well.

4 My father is bad at speaking English.

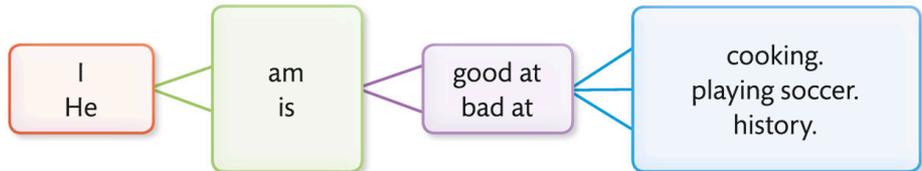
5 Manu can't write stories well.



45.12 LISTEN TO THE AUDIO AND MARK WHO IS GOOD AT OR BAD AT EACH ACTIVITY



45.13 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD



45 CHECKLIST

Regular and irregular adverbs

Aa Hobbies and activities

Describing activities

46 Describing ability

Words such as “quite” and “very” are modifying adverbs. You can use them before other adverbs to give more information about how you do something.

 **New language** Modifying adverbs

Aa Vocabulary Skills and abilities

 **New skill** Saying how well you do things

46.1 KEY LANGUAGE MODIFYING ADVERBS

If you do something “quite” well, you’re OK but not excellent at it. If you do it “very” or “really” well, you’re excellent.

“Quite” modifies the main adverb, “well,” and goes before it.

I can ski **quite well**.



She can ski **{ very really }** well.



TIP

In US English, “quite” is used to add emphasis to an adverb.



46.2 FURTHER EXAMPLES MODIFYING ADVERBS



Ben can climb **really high**.



My dad dances **quite well**.



Jenny can swim **very well**.



I speak Spanish **quite well**.



Aa 46.3 MATCH THE BEGINNING OF THE SENTENCES TO THE CORRECT ENDINGS



A cheetah can run

really well.

1



A tortoise walks

very noisily.

2



A chicken flies

really fast.

3



Pigs eat

quite badly.

4



Monkeys climb trees

very slowly.



46.4 KEY LANGUAGE MODIFYING ADVERBS WITH "GOOD AT"

You can also use modifying adverbs with the phrases "good at" and "bad at."

She can play golf **quite well**.



She's **quite good at playing golf**.

"Quite" modifies "good at."

Remember that "good at" and "bad at" are followed by a gerund.

You can play golf **{ very really } well**.



You're **{ very really } good at playing golf**.

"Very / really" goes before "good at."



46.5 READ THE REPORT AND ANSWER THE QUESTIONS

How good is Juan at learning vocabulary?

Quite good Really good

1 How good is he at speaking English?

Quite good Really good

2 How good is Juan at reading?

Quite good Really good

3 How good is he at listening to English?

Quite good Really good

4 How good is Juan at writing English?

Quite good Really good

English report: Juan Ramirez

Writing 99%	Excellent.
Vocabulary 65%	Ok, but you need to study more.
Speaking 95%	Well done.
Listening 66%	Better. Try watching more English movies to improve.
Reading 63%	Ok. You need to read more English texts to improve.

46 CHECKLIST

Modifying adverbs

Aa Skills and abilities

Saying how well you do things

47 Wishes and desires

You can use "I want" and "I would like" to talk about things you want to do. You can also use their negative form to say what you would not like to do.

 **New language** "Would" and "want"

Aa Vocabulary Leisure activities

 **New skill** Talking about ambitions

47.1 KEY LANGUAGE "I WOULD LIKE / I WANT"

"I would like" is similar to "I want," but "I want" is stronger.

He wants to write a book.

He has a strong desire to do a thing.



I would like to climb a mountain.



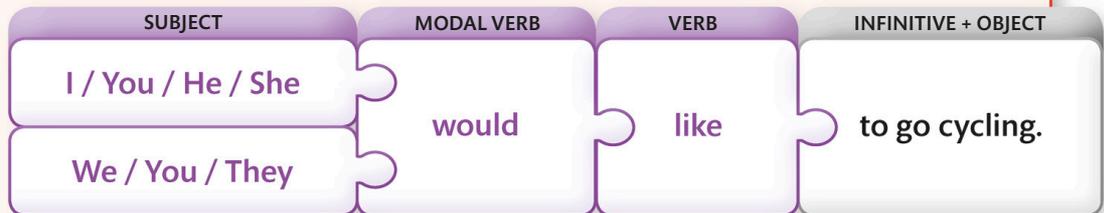
I'd like to go scuba diving.

The contracted form of "I would."



47.2 HOW TO FORM "I WOULD LIKE / I'D LIKE"

"Would" is a modal verb, so its form doesn't change.



47.3 FURTHER EXAMPLES "I'D LIKE / I WANT"

She'd like to go to Bali.



He wants to go surfing in Hawaii.



We'd like to cook dinner.



We want to go on a boat.



I'd like to drive a sports car.



The dog wants to jump in the river.





47.4 FILL IN THE GAPS TO WRITE EACH SENTENCE THREE DIFFERENT WAYS

I want to buy a house.

I would like to buy a house.

I'd like to buy a house.

1 _____ He'd like to get a dog.

2 _____ You would like to work in Turkey.

3 We want to learn Chinese.

4 _____ They'd like to start a rock band.

Aa

47.5 MATCH THE PICTURES TO THE DESCRIPTIONS



He'd like to travel around Asia.

He'd like to act in a musical.

He wants to be in the Olympics.

She wants to work with lions in Africa.

She'd like to sail a boat.



47.6 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD

I'd like to climb this tree.



I'd like
I want
She wants

to climb
to read

this tree.
that mountain.
a newspaper.
another book.



47.7 KEY LANGUAGE "I WOULD LIKE / I WANT" NEGATIVES

Use "not" after "would" to make the negative. "Don't" and "doesn't" go before "want."

I would not like to go snowboarding.



I wouldn't like to go shopping.



The contracted form of "would not."

They don't want to go fishing.



"Don't" goes before "want."



47.8 FURTHER EXAMPLES "I WOULD LIKE / I WANT" NEGATIVES

They wouldn't like to go swimming.



We don't want to eat dinner.



She wouldn't like to be a hairdresser.



He doesn't want to go shopping.



47.9 FILL IN THE GAPS TO WRITE EACH SENTENCE THREE DIFFERENT WAYS

I would not like to go skiing.

I wouldn't like to go skiing.

I don't want to go skiing.

1 _____ He doesn't want to play tennis.

2 _____ She wouldn't like to study science. _____

3 _____ They don't want to go to work.

4 You would not like to sing. _____

5 _____ We wouldn't like to go diving. _____

47.10 KEY LANGUAGE QUESTIONS AND SHORT ANSWERS

"Would" goes before the subject in a question.

Would you like to play chess? Yes, I would.



Does he want to go to the movies? Yes, he does.



"Does" goes before the subject in questions with "want."



47.11 LISTEN TO THE AUDIO AND ANSWER THE QUESTIONS

Does Mark want to play tennis later?

Yes, he does. No, he doesn't.

1 Would Sarah like to go to a restaurant today?

Yes, she would. No, she wouldn't.

2 Does Vangelis want to make the dinner?

Yes, he does. No, he doesn't.

3 Would Lee like to work on Saturday?

Yes, he would. No, he wouldn't.

4 Does Mary want to skateboard tonight?

Yes, she does. No, she doesn't.

5 Would Anoushka like to go bowling?

Yes, she would. No, she wouldn't.



47.12 REWRITE THE SENTENCES, CORRECTING THE ERRORS

Would you **want** to go home?

Would you like to go home?

1 He **don't** want to climb that hill.

2 I wouldn't **likes** to be a judge.

3 They **doesn't** want to go to work today.

4 She would **want** to play tennis tonight.

5 I **wants** to climb that tree.



47 CHECKLIST

"Would" and "want"

Aa Leisure activities

Talking about ambitions

48 Studying

When talking about your studies you can use “I would” and “I want” to say which subjects you would like to learn. Use adverbs to say how much you want to do them.

-  **New language** Adverbs and articles
- Aa Vocabulary** Academic subjects
-  **New skill** Talking about your studies

48.1 VOCABULARY ACADEMIC SUBJECTS



art and design



drama



physical education



English



music



math (US)
maths (UK)



science



chemistry



biology



physics



geography



history



48.2 KEY LANGUAGE “REALLY / QUITE”

The adverb “really” means you want to do something a lot. “Quite” is less strong.

I love music. I'd **really** like to study it next term.

↑ You have a strong desire to do it.

I like biology. I'd **quite** like to study it next year.

↑ Your desire is not as strong.



48.3 FURTHER EXAMPLES “REALLY / QUITE”

Bella is good at science, and she'd **really** like to study it at college.



Richard loves jazz, so he'd **really** like to go to that music festival.



This band is OK. I'd **quite** like to listen to their new CD.



48.4 VOCABULARY STUDYING



learn



practice (US)
practise (UK)



take an exam



pass an exam



get a degree



48.5 REWRITE THE SENTENCES, PUTTING THE WORDS IN THE CORRECT ORDER

to do

quite

an English degree.

like

Sheila

would

Sheila would quite like to do an English degree.

1 his driving test.

Jerry

really

would

to pass

like

2

would

an IELTS test.

like

Ben and Sam

to take

really

3

like

Helen

her English.

would

to practice

quite

4

the piano

like

quite

to play

tonight.

I'd



48.6 USE THE CHART TO CREATE 12 CORRECT SENTENCES AND SAY THEM OUT LOUD

I'd really like to practice my spelling.



I'd
Laila would

really
quite

like

to practice my spelling.
to pass her history exam.
to do a biology degree.
to learn English.



48.7 KEY LANGUAGE THE ZERO ARTICLE

You don't use an article ("a" or "the") with some places and institutions when you are talking about what they are used for.

She goes there to study, which is the purpose of schools, so don't use the article.

Liz is seven. She goes to school now.



Larry works at the school in Park Street.



Use the article to talk about the specific building where he works.



48.8 FURTHER EXAMPLES THE ZERO ARTICLE

ZERO ARTICLE

I am at university in Chicago.



Pierre is in hospital.



Liz goes to church on Sundays.



Go to bed, Tom!



Sue is in town this afternoon.



Sarah studies at home.



ARTICLE

The University of Chicago is good.



The hospital is far away.



St. Mary's is an old church.



Your shirt is on the bed.



Hancock is a nice town.



This dog hasn't got a home.



48.9 CROSS OUT THE INCORRECT WORDS IN EACH SENTENCE

Sheila works at ~~school~~ / the school near here.

1 Emily has lovely home / a lovely home.

2 Sue always takes her lunch to office / the office.

3 Can you see where church / the church is?

4 Jim went to bed / the bed hours ago.

5 Can you drive me into town / a town later?

6 I live next to university / the university.

7 I leave home / a home at 8am every weekday.





48.10 LISTEN TO THE AUDIO AND MATCH THE PICTURES TO THE NAMES

Maureen talks about what her family are doing and where they are.



Charlie

Sophie

Frank

Tom

Sarah

48 ✓ CHECKLIST

⚙️ Adverbs and articles

Aa Academic subjects

🧩 Talking about your studies

🔄 REVIEW THE ENGLISH YOU HAVE LEARNED IN UNITS 44-48

NEW LANGUAGE	SAMPLE SENTENCE	☑	UNIT
"CAN," "CANNOT," AND "CAN'T"	I can ride a bicycle. He can play guitar. I cannot / can't sing jazz songs.	<input type="checkbox"/>	44.1, 44.3, 44.7
USING ADVERBS	I speak quietly . He speaks loudly .	<input type="checkbox"/>	45.1, 45.4
"GOOD AT" AND "BAD AT"	She's good at running. I am bad at making cakes.	<input type="checkbox"/>	45.7, 45.8
MODIFYING ADVERBS	I can ski quite well. She can ski very well. She can ski really well.	<input type="checkbox"/>	46.1, 46.4
"I WOULD LIKE" AND "I WANT"	He wants to write a book. I would like to climb a mountain.	<input type="checkbox"/>	47.1, 47.7
"REALLY" AND "QUITE"	I love music. I'd really like to study it this term. I like biology. I'd quite like to study it next year.	<input type="checkbox"/>	48.2, 48.3
THE ZERO ARTICLE	My daughter goes to school now.	<input type="checkbox"/>	48.7, 48.8